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ABSTRACT

This guide for teaching literacy to adult English-as-a-Second-Language (ESL) students is intended as an aid for regular ESL teachers who must deal with different levels of literacy in the classroom. The guide is not a comprehensive curriculum, but is intended to be incorporated into a "survival" ESL curriculum. Because it contains competency-based literacy objectives, the guide would be most efficiently used along with a competency-based curriculum. For each competency-based topic of the ESL curriculum, the guide lists appropriate literacy objectives and procedures to be taught after the oral/aural objectives of the regular curriculum have been mastered. The guide contains a reference list of published materials used in teaching literacy, outlines a core curriculum, suggests general classroom techniques, and provides information on assessing ESL literacy. The core curriculum consists of skill sets at four levels: preliteracy and levels 1-3. At each level, activities are suggested and instructional materials suitable for copying are provided. For each activity, objectives, texts, supplemental materials, and procedures are outlined. A 52-item bibliography of teacher and classroom resources and a list of national literacy organizations are included. A list of publishers' addresses is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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A Guideline for Teaching Literacy: A competency-based curriculum for use with adult ESL students

Edited

by

Dee Ann Holisky

ABRIDGED EDITION

George Mason University

310 Project
Virginia Department of Adult Education
November 30, 1985

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TABLE OF CONTENTS

PREFACE iv

INTRODUCTION 1

PUBLISHED MATERIALS USED IN GUIDELINE 12

CORE CURRICULUM 14

PRELITERACY 15

LEVEL 1 22

LEVEL 2 35

LEVEL 3 47

GENERAL TECHNIQUES 67

ASSESSING ESL LITERACY 83

BIBLIOGRAPHY FOR ADULT ESL LITERACY 89

PUBLISHERS' ADDRESSES 95

APPENDIX A: HANDWRITING ACTIVITIES BOOKS 1-5*

APPENDIX B: HANDWRITING ACTIVITIES BOOK 1 and NUMBER BOOK 2 - ON TIME*

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PREFACE

A Guideline for Teaching Literacy was written under a 310 Special Project Grant awarded to George Mason University by the Virginia Department of Education, Division of Vocational and Adult Education. A number of different people contributed to the Guideline, and the editor would like to acknowledge their help.

The first version of the Guideline was written by Jean Lewis (Chesterfield County ESL Program) and Tracy Kyriakeas (then teaching in the Fairfax County Adult ESL Program). They were also responsible for field-testing and did some revision. The editor and Michele Burtoff, as consultant, did extensive revision and re-writing. Other help was given by Don Ranard of the Center for Applied Linguistics, Melissa King of the Arlington Country ESL Program, and Jack Wigfield, Alemany Community College, San Francisco. Rena Baker and Wendy Rahm also offered advice and provided ideas and materials for some of the attachments. Gayle Belcher did the artwork and layout of the numerous attachments to the curriculum pages.

In addition, the editor would like to thank those programs in Virginia that field-tested the first draft of the Guideline, and provided suggestions for revisions: the City of Alexandria Adult ESL Program, Fairfax County Adult ESL Program, Chesterfield County ESL Program, Henrico County Adult ESL Program, Harrisonburg Adult ESL Program, and Virginia Beach Adult ESL Program.

Finally, we would like to express appreciation to the Division of Vocational and Adult Education for funding this Guideline. We are grateful to Maude P. Goldston, Associate Director of Adult Education, and to Horace Webb, area supervisor, for their encouragement, patience, and support.

The editor would very much like to hear from users of this Guideline. Please send comments and suggestions to her, Department of English, George Mason University, Fairfax, Virginia 22030.

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INTRODUCTION

A. BACKGROUND

Significant numbers of students in adult ESL programs need special literacy instruction. Typically, such students have a number of different profiles. Some do not know how to read and write in their own language. This group may include those who speak languages which are not written at all (preliterates such as the Hmong) or who are from societies in which there is little or no use of the written forms of their languages (non-literates such as many from rural Central America).

Other students may have only minimal reading or writing skill in their own language, but none in English. Such students, too, may need special literacy instruction, especially if the written form of their language does not use a Roman-based alphabet (e.g., Chinese, Khmer).

Ideally, an ESL program would offer separate, specialized literacy classes for these students. Those who speak languages written in a Roman alphabet could be taught basic literacy skills in their own language, since research has shown that literacy skills may be transferred. On the other hand, those who are already literate in a non-Roman or non-alphabetic language (e.g. Khmer or Chinese) could be taught the system of the Roman alphabet. And finally, pre- literate students could be given instruction in reading and writing readiness as well as in decoding strategies. Thus, all would have the skills and knowledge necessary to enter and succeed in regular ESL programs.

Unfortunately, however, the number of students requiring such instruction do not justify the cost. Moreover, qualified instructors are rare. As a result, "literacy students" are often placed in regular, beginning-level ESL classes, along with students who have higher levels of literacy (e.g., those who can already read and write in their own language, a language such as Spanish).

This is problematic for a number of reasons. The regular, beginning-level ESL class typically employs textbooks; the textbooks are meant to be read and studied at home. Thus, it is assumed that the student can already read in some language. The teacher then proceeds to concentrate on aural/oral skills and does not incorporate the literacy skills needed to interpret the textbook into the curriculum. Even if the teacher is aware of a literacy problem, most adult ESL teachers are not trained to deal with it. Moreover, many adult ESL programs have a definite time frame of

instruction and a fixed limit on the number of times a student can repeat a given level.

These factors conspire against the ESL "literacy students", and they often do not do well in our ESL programs. They tend to repeat the lower level of instruction until they (1) are pushed ahead to a higher level for which they lack adequate literacy skills; (2) are forced to drop out because of "excessive" time in the program; or (3) drop out voluntarily, frequently because the program is not meeting their needs.

In short, we have to recognize that special literacy classes are a luxury that many adult ESL programs cannot afford, and accept the fact that the literacy students profiled above are grouped in classes with other beginners who have higher level literacy skills. Since this solution is problematic for literacy students, we thus must search for ways to help teachers deal effectively with this new level in their already multi-level classes -- the literacy level.*

This Guideline for Teaching Literacy to ESL students is designed as an aid for regular ESL teachers who must deal with different levels of literacy in their classroom. It is not a comprehensive ESL curriculum; it is meant to be incorporated into a "survival" ESL curriculum. The Guideline contains competency-based literacy objectives; therefore, it would be most efficiently used along with a competency-based adult "survival" ESL curriculum, such as the one developed by REEP.** For each competency-based topic of the ESL curriculum (which concentrates on spoken English), the Guideline lists appropriate literacy objectives and procedures to be taught after the oral/aural objectives have been mastered. The literacy objectives are merely suggestions, to be taught only if they are appropriate for the individual students.

B. APPROACHES TO TEACHING LITERACY

All methods of teaching beginning reading can be classified into two basic approaches: synthetic and

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*By "literacy level" is meant students who need special instruction in reading and writing. By referring to these students as making up a literacy level, we do not mean, of course, that they are all on the same level; there are in fact many literacy levels. See Section F.

**The REEP Curriculum can be purchased for $16.50 from The Refugee Education and Employment Program, Wilson School, 1607 Wilson Boulevard, Arlington, VA 22209.

analytic. Synthetic approaches begin with the small parts or pieces of the language (letters and sounds) and build to larger language units (words and phrases). Synthetic approaches are thus code-centered approaches which focus on teaching decoding skills with little emphasis on meaning. A prime example of this approach is, of course, the phonics method, which focuses on sound-symbol correspondence (i.e. "sounding out") as the key to reading. Another code-centered approach is the linguistic method, named for its originator, Bloomfield (a famous linguist). This method focuses on the recognition of frequently-occurring patterns in words, e.g. cat, bat, fat, rat, sat, hat. Again, meaning is not emphasized.

Analytic approaches on the other hand, begin with the whole language in context (words and sentences) in order to derive meaning. Analytic approaches are thus meaning-centered, and are therefore considered most appropriate for adult learners. One example of this approach is the whole-word, or sightword method, in which each word is taught in reference to its meaning. The words are most often presented on flashcards which are then used as labels for objects, if possible. Word shapes are also taught as an aid to recognition, and the learner practices both reading and writing the word. Another example of a meaning-centered approach is the use of language experience stories, which employ the learner's own words and ideas, thus allowing the learner an active role in the literacy process.

Then, how does a teacher decide which of these two major approaches is best to achieve success in literacy? The debate is as yet unresolved by teachers of reading, although current theory and practice tend to favor the meaning-centered approach. However, most practitioners of ESL literacy, facing the special challenge of teaching beginning reading to non-native speakers, have opted for an eclectic approach which can take advantage of the strategies of both approaches. Thus, in keeping with the state-of-the-art, this Guideline reflects an eclectic approach. It employs a basically meaning-centered approach which is supported by the teaching of selective decoding skills (i.e. phonics).

C. GOALS AND ASSUMPTIONS OF ESL LITERACY

What do teachers do whey they teach literacy or literacy skills? A common definition of literacy is the ability to read, but reading ability can be found in varying degrees. Teachers need to be more specific, and above all, more realistic in defining their goals. A good goal for ESL literacy students may be the attainment of knowledge and skills needed to enter, and succeed in, a "regular" ESL

class, i.e. a class that uses a textbook. In other words, one goal may be to teach students those skills necessary to continue to learn. When dealing with adult learners, it may be useful to keep in mind the adult educators' view of literacy. It is defined in functional terms--the ability to function in today's society. Functionally literate adults should be able to fill in all kinds of forms, read notices and advertisements, read and pay bills, find and perform jobs, etc.

Adult ESL students learning to read for the first time (in a second language, no less!) have the same needs and responsibilities as all adults in this society. Therefore, a functional definition for literacy is a practical and useful one for them. However, teachers must always be aware that adult learners are decision-making individuals who have different sets of priorities, and they should address these priorities as best as they can. Adults, unlike children, are not a captive audience. Thus, effective teachers of adults define, and re-define, their goals for every class, and inasmuch as possible, for every individual they face.

In setting goals, teachers must also have realistic expectations. Neither too much nor too little should be assumed. Adult learners may really want to learn to read, but they rarely have the luxury of time to accomplish their goal quickly and easily, if ever. They have jobs, families, and other adult responsibilities.

In addition, older ESL students often have poor physical health, including poor eyesight, which may greatly impede their progress. Therefore, progress must be measured on a different scale than usual. A lot of patience, repetition and practice are necessary, but at the same time, adult relations between teachers and students must always be maintained.

Unfortunately, though, most available print materials relevant to the skill level of the adult ESL student have been designed for children; they are generally inappropriate for adults. ESL teachers should take extreme care in selecting materials to use with "literacy level" students, as well as in setting realistic goals for them. Only then will "success" be possible.

D. THE CORE CURRICULUM OF THE GUIDELINE

As the title of this work indicates, it is a literacy curriculum guideline. It is not meant to be a step-by-step guide to teaching literacy skills, but merely to serve as a guideline and a supplement to regular competency-based ESL

instruction. It should be most useful to teachers of multi-level classes where students are at various stages in their reading and writing development.

Because it is a guideline, this work is also not intended to be used from cover to cover. Nor is it necessary that all objectives at a given level be taught, The Guide-line is designed to be flexible to facilitate coordination with the specific topics and objectives in the regular ESL curriculum, and their order of presentation. Where there is no established competency-based ESL curriculum for the class, teachers may pick and choose topics/objectives depending on the time available in their programs and the needs or interests of their students.

The heart of the Guideline is the Core Curriculum. This consists of a Pre-literacy level and Levels 1, 2 and 3. (See below for discussion of levels.)

Levels 1 - 3 are similar. Each level contains a number of topics (e.g., clothing, transportation) for which there is a number of competency-based objectives. Each topic is presented on a separate page, following this format:

TOPIC:

OBJECTIVES:

TEXTS:

SUPPLEMENTAL MATERIALS:

PROCEDURES:

PHONICS ITEM:

OBJECTIVES: For each topic a number of learning objectives are listed. An attempt has been made to develop specific literacy objectives which are relevant to the topic and level, and which meet the needs and interests of adult students.

Remembering that this is not a comprehensive ESL curriculum, it is important to emphasize that oral/aural ESL objectives relevant to the topic and level should have been taught first, before preceding to reading and writing skills. As Wayne Haverson has said, "In ESL literacy, the learner should read and write only the language that he or she comprehends."

It is impossible to say how long it will take to teach a particular literacy objective of a particular topic at a

particular level. The length of time involved depends crucially on the individuals being taught (their backgrounds, emotional readiness, previous contact with concepts and vocabulary involved in the topic, degree of oral control of the material, how fast they learn, and so on). A suggested time frame is two to four hours per week per topic, per objective. The acquisition of literacy is a slow process, and constant review of previous material needs to be worked in with new material.

TEXTS: The list of objectives for each topic is followed by a list of commercially available texts which can be used to help teach the objectives. Specific page numbers are indicated for the teacher's convenience.

For most topics, where possible, more than one published text is given, so that teachers can use the text or texts available to them. The texts listed in the Guideline are the ones most commonly found in adult ESL classrooms where teachers employ a competency-based approach to instruction. Some are not literacy texts, but can be adapted for teaching literacy. (A complete list of published texts referred to in the Guideline can be found on pg. 12-13.)

SUPPLEMENTAL MATERIALS: Each curriculum page includes a list of supplemental materials which may be needed to teach the objectives. Supplemental materials may include supplies, pictures, readily-available forms (e.g., change of address forms from the post office), coins, and so on.

PROCEDURES: This section contains suggested procedures which can be employed to teach the objectives. The procedures listed in this section are referred to as "General Techniques" or "Specific Techniques". General Techniques are described and explained in a separate section near the end of the Guideline. Specific Techniques are explained on the curriculum page, and are employed to teach/practice specific objectives.

PHONICS ITEMS: This section of the curriculum page has been left blank, so that teachers can choose the specific phonics item they wish to teach with particular topics/objectives. A step-by-step procedure for teaching phonics is given in the General Techniques section of this Guideline.

Specific phonics items have not been included here for several reasons. First of all, there is no inherent order for presentation of the topics/objectives. Teachers are free to select topics/objectives in any order to meet the needs of their students. Although the ordering of competency-based objectives may not affect the student's ultimate success, the

ordering of phonics items may. Phonics instruction needs to be presented in an orderly manner over a period of time.

Secondly, some teachers are better prepared to teach phonics than others. Teachers with no background in reading or phonics instruction might best ignore phonics at the earliest levels.

Thirdly, it is not clear that the extensive use of phonics instruction within the ESL literacy class is advisable anyway. To quote Donald Ranard ("Teaching Literacy to Adult Non-Native Speakers of English" in Haverson and Haynes):

> Phonics instruction teaches the student to sound out new words. For non-literate students with little or no oral knowledge of English, this skill is of limited value. Reading, it must be remembered, is not merely to sound out written material. Reading is the ability to make the correct connections between written symbol and meaning.

It might be added that many successful native and non-native readers of English do not rely upon their ability to sound out words. In fact, studies have shown that it is only poor readers who rely heavily upon such a reading strategy.

Still, depending on considerations of class and teacher preparation, some emphasis on phonics may be helpful to the ESL learner. To quote Ranard again:

> ... phonics instruction is not without value. English, after all, uses an alphabet, which means its symbols stand for sounds ... Moreover, while phonics instruction may be of limited value in teaching non-English speaker to read new words, it can help them to visualize the written forms of words they learn to speak outside the classroom. I teach phonics in the form of short drills and exercises, lasting about fifteen minutes, but not until some of the words that are used as examples of the generalizations being taught, are words that the students already recognize.

ATTACHMENTS: For many of the topics, we have included "attachments" — other materials which can be used in teaching the objectives. These attachments include simplified forms, enlarged labels, and so on.

SIGHTWORDS: Following the curriculum page, which contains the five sections described above, and attachments, is a list

of suggested sightwords relevant to the particular learning objectives. This "list" of suggested sightwords appears as a group of "flashcards" (i.e., they can be duplicated and cut up for use as flashcards). Please note that they are only suggestions; the teacher should not attempt to teach all of them (or at least, not all of them at one time), since students are only able to retain a few sightwords at one time. In addition, if teachers prefer to select words which are not listed, blank "flashcard" sheets have been provided here so teachers can make their own cards.

The sightwords of Level 1 are all given in capital letters. The sight words of Levels 2 and 3 are given in small letters. It is assumed that sightwords at a lower level will also be taught (or reinforced) at the higher levels.

NOTE ON PAGINATION: It should be noted that the sightwords and attachments are not paginated. This is to facilitate adding new material or sightwords, deleting, or re-ordering, to meet the needs of individual teachers.

The Pre-Literacy level follows a format similar to that of Levels 1-3, except for the fact that the units of this level are not topics, but skills. For that reason, phonics items and sightwords have been omitted.

It should be emphasized, that the four skills presented in the Pre-literacy level represent a minimum of reading readiness work for the pre-literate learner. Pre-literate learners, those from cultures in which literacy is rare or non-existent, may need considerable work and time to develop concepts such as same-different and top-to-bottom and left-to-right directionality.

Additional activities for working with such students can be found in Entry to English (Beal) or Breakthrough to Literacy (Mackay). (Complete references are given in the bibliography.)

E. GUIDELINE CONTENTS

In addition to this Introduction the Guideline contains the following sections:

1. Core curriculum: Pre-literacy Level, Levels 1, 2, and 3 (discussed above).

2. General Techniques: This section contains step-by-step procedures of general techniques which can be used to teach literacy skills. Teachers may refer to this

section when teaching particular objectives. This is not an all inclusive list of teaching techniques, and teachers should feel free to use and develop their own.

This section contains descriptions for teaching/presenting: ALPHABET, NUMBERS, DICTATION, PHONICS, SIGHTWORDS, MATCHING, CLOZE, CONTENT QUESTIONS, LANGUAGE EXPERIENCE STORIES. In addition to these general techniques, some specific techniques are described within the curriculum, and should be used for teaching particular objectives.

3. Assessing ESL Literacy: This section discusses considerations and techniques for assessing ESL literacy skills. It also contains descriptions of three ESL literacy tests, as well as a complete copy of one literacy test.

4. Bibliography: The bibliography lists some of the known ESL adult literacy materials available and is divided into 3 sections - teacher resources, classroom materials, and addresses of major national literacy organizations.

5. Publishers' Addresses: The addresses of publishers of materials used in the Guideline or listed in the bibliography are given here.

6. Appendices

Appendix A contains Handwriting Activities Books 1-5, developed by the Center for Applied Linguistics. These are included in the unabridged edition of the Guideline only and are reproduced with permission of the Center for Applied Linguistics, Washington, D.C.

Appendix B contains Handwriting Activities Number Book 1 and Number Book 2 - On Time, developed by the Center for Applied Linguistics. These are included in the unabridged edition of the Guideline only and are reproduced with permission of the Center for Applied Linguistics, Washington, D.C.

F. LEVELS

The four levels of the literacy curriculum (i.e. Pre-literacy and Levels 1 - 3) are described below.

Pre-Literacy: This level is designed for students who are totally non-literate, or who possess literacy skills in a non-Roman alphabet. At this level they will learn such literacy skills as identifying same or different, and

distinguishing directionality (e.g. top-bottom, left-right). They will also learn to recognize, copy, and write the letters of the Roman alphabet as well as the numbers 1-100. In addition, they will be able to sign their name.

Level 1: This level is designed for students who possess minimal literacy skills in some language. Students at this level have mastered the skills described for the Pre-literacy level. At Level 1 they will learn to fill out the simplest of forms and read common sightwords which appear on basic signs and labels. They will learn to read the most common words contained in their (spoken) survival vocabulary. They will also learn to tell time, read and understand calendars, and read and understand price tags. They will be able to match visuals with appropriate sightwords. They will understand the concept of sound-symbol correspondence (i.e. phonics).

Level 2: Students at this level have mastered the skills and objectives described for the Pre-Literacy level and Level 1. At Level 2 students will learn to fill out more complex forms, as well as read more and different signs and labels. They will learn to read simple schedules and instructions as well as find major headings in the newspaper and yellow pages. When this level is mastered, students should be able to follow along in a simple textbook.

Level 3: Students at this level have mastered all the skills and objectives described for the Pre-literacy level, Level 1 and Level 2. At Level 3 students will extend their literacy abilities. They will learn to fill out all kinds of forms (including a medical history form and an employment application), use phone books and newspapers to get information, open and use a checking account, use and understand maps to give and follow directions, and even write short notes. When this level is mastered, the student should feel comfortable using a textbook.

G. USING THE GUIDELINE

As the title suggests, this Guideline is designed to <u>guide</u> the teacher in presenting and teaching literacy skills to adult learners in the context of an ESL class. In other words, it is <u>not</u> written as step-by-step procedures which must be followed to achieve "success." Each page of the core curriculum provides the teacher with well-defined literacy objectives and suggested materials and procedures for teaching those objectives. However, it is up to the individual teacher to decide when to introduce particular objectives and how best to teach them. To use this Guideline most

effectively, however, the teacher should keep in mind the following:

- Always be sure that the students have oral/aural control over the material before introducing the literacy objective. In other words, integrate the literacy objectives into the ESL class; do not attempt to teach oral and written meanings at the same time. Literacy objectives should be taught only after the students can understand the material (or topic) aurally.

- Always stick to the objective. The literacy objectives have been carefully defined so that it is clear what is to be taught. In turn, it will then be clear to the students what is to be learned. In other words, do not go off on tangents, which will confuse students. The teacher will discover that the more precise the objective, the easier it is to teach it and evaluate whether or not it has been learned.

- Never think that the curriculum must be followed page by page, or that every single objective must be taught. The curriculum is written in terms of competency-based objectives which are not necessarily ordered. The teacher must decide when and what to teach, based on the needs and desires of the individual students.

- Always plan the literacy lesson in advance so that all the materials and texts needed to teach and reinforce particular objectives are on hand when needed. To plan in advance the teacher should carefully read the objective(s), consult the text(s), and consider the procedures. Good planning will avoid unnecessary confusion and misunderstanding on the part of the students.

- Do not expect immediate mastery of the objectives after they are introduced. The time needed for mastery will vary depending on the particular objective and the individual student. Repetition and re-cycling of material will be necessary.

PUBLISHED MATERIALS USED IN THE GUIDELINE

This is a complete list of the published materials referred to in this Guideline. Publishers addresses are given at the end of the Guideline.

BASIC VOCABULARY BUILDER, D. G. Liebowitz. National Textbook Company, 1983.

BASIC ENGLISH FOR ADULT COMPETENCY, Autumn Keltner, et. al. Prentice-Hall, 1983.

BEFORE BOOK 1, John and Mary Ann Boyd. Regents Publishing Company, 1982.

ENGLISH FOR ADULT COMPETENCY, Autumn Keltner, et. al. Prentice Hall, 1981, Books I and II.

A Conversation Book: ENGLISH IN EVERYDAY LIFE, Tina Carver and Sandra Fotinos. Prentice-Hall, 1977. Book 1.

ENGLISH SPOKEN HERE: Getting Started, Jerry Messic and Roger Kranich. Cambridge Book Co., 1982.

ENGLISH THAT WORKS, K. Savage, et. al. Scott-Foresman, 1982. Books 1 and 2, Visuals.

ENTRY TO ENGLISH, Kathleen Kelley Beal. Steck-Vaughn Company, 1982. Book 1.

EVERYDAY ENGLISH, Johnnie Prather, et. al. Alemany Press, 1980. Books 1, 2A and 2B, Visuals.

HANDWRITING ACTIVITIES BOOK 1 - 5. Washington, D.C.: The Center for Applied Linguistics. (These books are reproduced with permission of the Center as Appendix A of the unabridged edition of this Guideline.)

HANDWRITING ACTIVITIES NUMBER BOOK 1. Washington, D.C.: The Center for Applied Linguistics. (This book is reproduced with permission from the Center as part of Appendix B in the unabridged edition of this Guideline.)

LIFELINES - Coping Skills in English, B. Foley and H. Pomann. Regents, 1982. Books 1-4.

IMPACT, Janice C. Motta and Kathryn L. Riley. Addison-Wesley, 1982. Books 1 and 2.

A NEW START - a Functional Course in Basic Spoken English and Survival Literacy, Linda Mrowicki and Peter Furnborough. Heinmann Educational Books, Inc., 1982. Student Book, Literacy Workbooks 1 and 2.

NUMBER BOOK 2 - ON TIME. Washington, D.C.: The Center for Applied Linguistics. (This book is reproduced with permission from the Center as part of Appendix B in the unabridged edition of this Guideline.)

OXFORD PICTURE DICTIONARY OF AMERICAN ENGLISH, E. C. Parnwell. Oxford University Press, 1978. Book and accompanying Wall Charts.

PASSAGE TO ESL LITERACY, Diane M. Longfield. Delta Systems, 1982.

PICTURE IT! Sequences for Conversation, Consultant: John Dumicich. Regents, 1981.

PRACTICAL VOCABULARY BUILDER, D. G. Liebowitz. National Textbook Company, 1983.

CORE CURRICULUM

PRE-LITERACY

SKILLS:

SAME-DIFFERENT 16

DIRECTIONALITY 19

NUMBERS 20

ALPHABET 21

Note: The skills presented in this level represent a minimum of reading readiness work for the pre-literate learner. Pre-literate learners, those from cultures in which literacy is rare or non-existent, will need further work on concepts such as same-different and top-to-bottom and left-to-right directionality. For additional activities for working with such students, the teacher is referred to Entry to English or Breakthrough to Literacy. (Complete references are given in the bibliography.)

PRE-LITERACY

SKILL: SAME-DIFFERENT

OBJECTIVES:
1. Students will understand the concepts of "same" and "different".
2. Students will be able to identify shapes that are the same or different from other shapes.

TEXTS:
A New Start Literacy Workbook 1, pp. 1-8
A New Start Literacy Workbook 2, pp. 1-4
Entry to English Book 2, pp. 1-3
Passage to ESL Literacy, pp. 10-22

SUPPLEMENTAL MATERIALS: A number of objects that can be used to show the concept of the same or different, e.g. 2 pencils, 2 pens, 2 books, etc.
Teacher-made worksheets (see attachments for samples)

PROCEDURES:
1. Specific Technique - Concept Same-Different
   a. Teacher holds up 2 similar objects and says "same". Repeat this with other objects until students understand the concept.
   b. Teacher holds up 2 different objects and says "different". Repeat this with other objects until the students understand the concept.
2. Specific Technique - Identifying Same or Different Shapes (see pp. 17-18)

Instructions for Procedure 2
(Pre-Literacy Skill: Same-Different)

IDENTIFYING SAME OR DIFFERENT SHAPES

The pre-reading activities on the following sample worksheets are used to help the learner with visual discrimination. Note that the tasks become more difficult in each successive sample worksheet, forcing the learner to make finer distinctions. Once the learner can discriminate geometric shapes, letters of the alphabet are used to test discrimination. Please note that the objective is to teach "same-different"--not to teach the names of the letters of the alphabet. However, using the letters of the alphabet to practice visual discrimination passively introduces the letters which the students will soon learn.

The lines in these activities should be called "sentences" by the teacher or aide to acquaint the learner with the vocabulary which will be used in class later. It is not necessary to explain the concept of sentence at this time.

In working through these activities, the learner not only learns visual discrimination, but is also exposed to the concept of directionality. With the help of the teacher or aide, the learner will learn to "read" the symbols from left to right and from top to bottom. (Note: Make sure that the students are holding the worksheet right side up before you begin the activity!)

The directions for each sample worksheet change slightly, sometimes directing the students to put an X, others telling the students to CIRCLE or UNDERLINE, etc. Make sure the students follow the directions, since they are the most common directions given in filling out forms as well as in textbooks, and thus are a good preparation for the students.

Note that each worksheet asks for other information that adult learners need to know, such as NAME, ADDRESS, and TEL. NO. Not all pre-literate students will be able to fill in this information, but some will. If a learner shows interest in trying to fill in this information, the teacher or aide should help him/her. These requests for information passively introduce the learners to words to come (see Level 1, Topic 1).

A teacher or aide should lead these worksheet activities at the beginning until the learners are sure what is required of them. An overhead projector could be useful in this.

(These activities and worksheets are adapted from those designed by Judith Haynes, and are taken from "Teaching ESL to Illiterate Adults," a booklet produced in the series of Indochinese Refugee Education Guides, Adult Education Series #9, by the Center for Applied Linguistics. This booklet is currently available from the ERIC system. For complete reference, see the bibliography.)

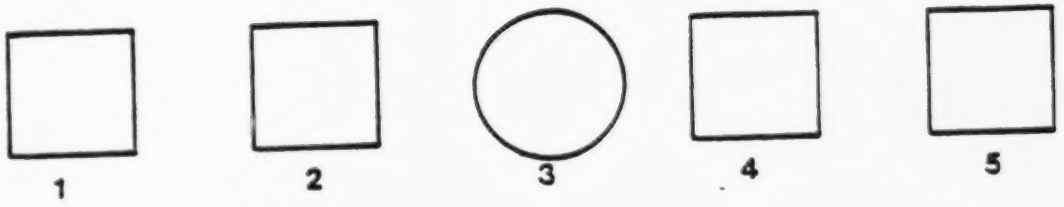
Pre-Lit

Same - Different

NAME _____

DIRECTIONS: Put an X on the shape that is <u>not</u> the same in each sentence

1.



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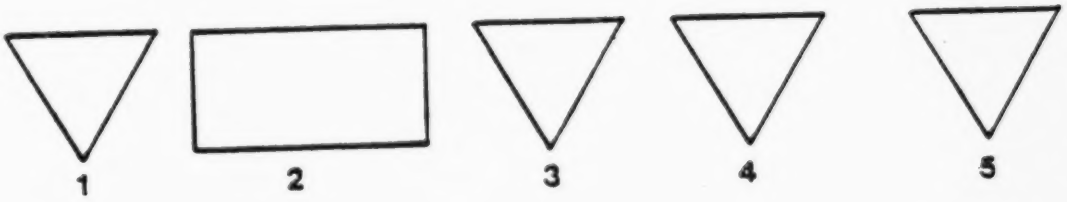

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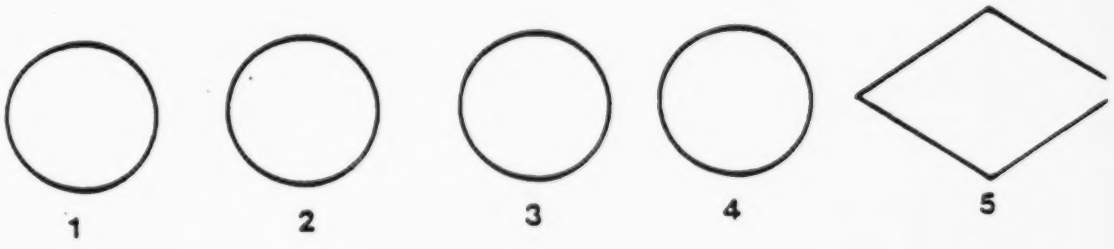

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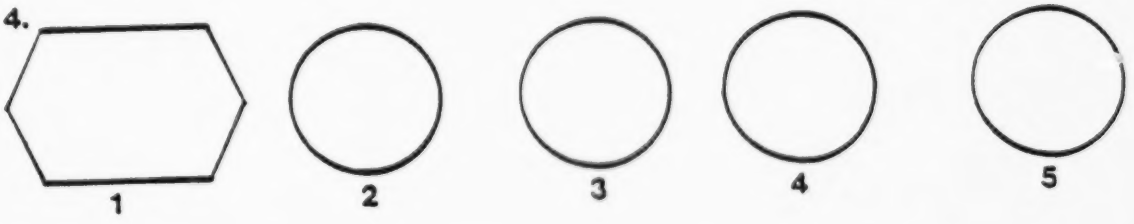
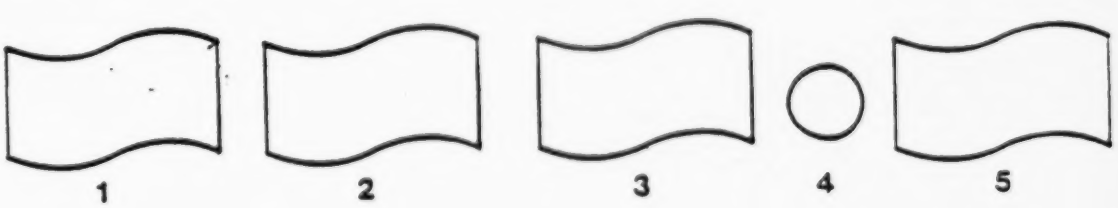


5.



Pre-Lit

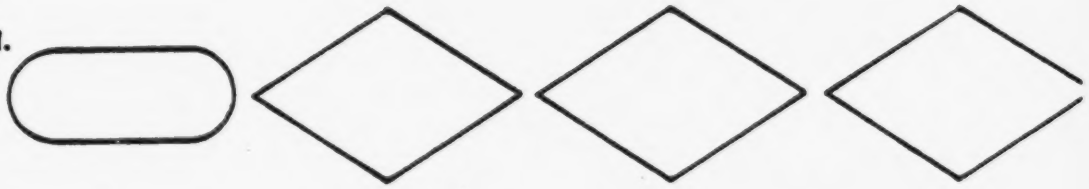
Same - Different

NAME _____

ADDRESS _____

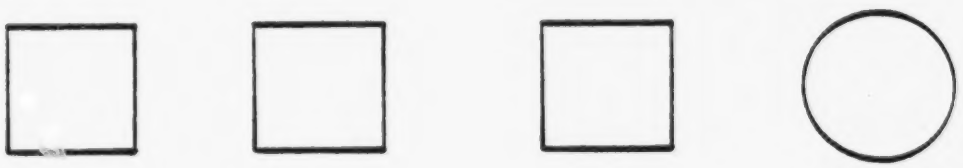
DIRECTIONS: Put an X on the shape in each sentence that is <u>not</u> the san

1. ___



1 2 3 4

2.



1 2 3 4

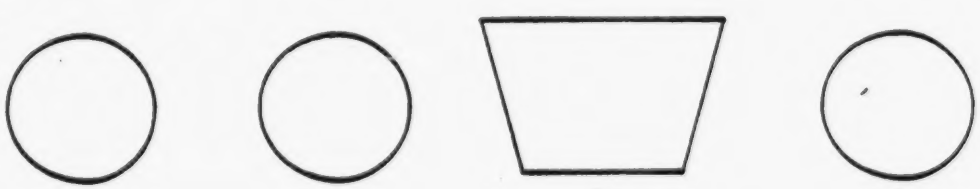
3.

1 2 3 4

4.

1 2 3 4

5.



1 2 3 4

Pre-Lit

Same - Different

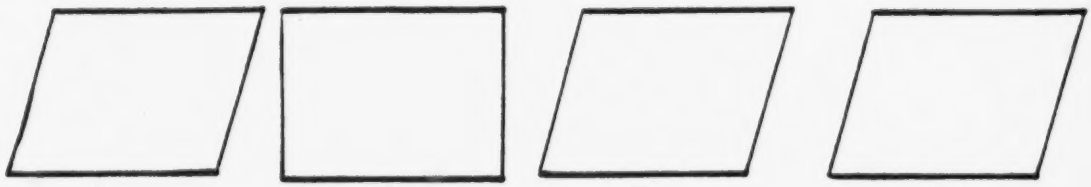
NAME _____

TELEPHONE NUMBER _____

DIRECTIONS: Put an X on the shape in each sentence that is not the sa

1.

2.



3.

4.

Pre-Lit

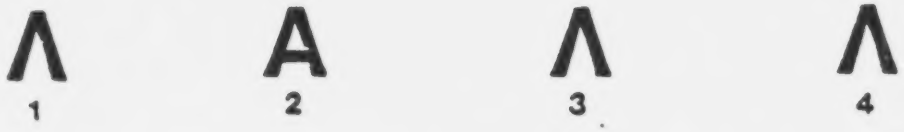
Same - Different

NAME_____

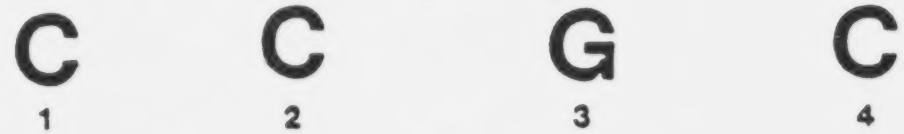
ZIP CODE_____

DIRECTIONS: Circle the shape that is <u>not</u> the same in the sentence.

1.



2.



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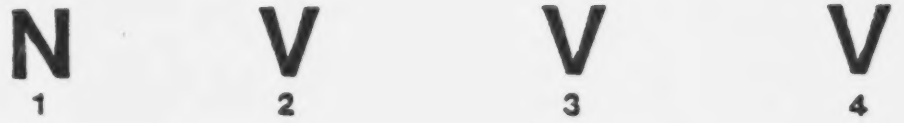

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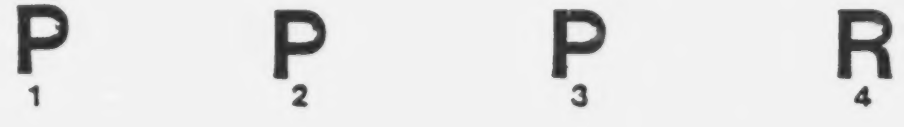


Pre-Lit

Same - Different

NAME _____

SOCIAL SECURITY NUMBER _____

DIRECTIONS: Circle the shape that is <u>not</u> the same in the sentence.

1.

o	o	o	c
1	2	3	4

2.

d	o	o	o
1	2	3	4

3.

d	d	d	a
1	2	3	4

Pre-Lit

Same - Different

NAME _____

I-94 _____

DIRECTIONS: Circle the letter in the sentence that is the same.

EXAMPLE:	S	C	L	(S)	O	T	(S)	D
		1	2	3	4	5	6	7
1.	A	C	G	I	A	E	A	A
		1	2	3	4	5	6	7
2.	m	o	m	r	v	m	h	n
		1	2	3	4	5	6	7
3.	r	r	n	r	m	h	r	t
		1	2	3	4	5	6	7
4.	k	l	h	k	k	o	r	k
		1	2	3	4	5	6	7
5.	g	p	g	b	g	q	d	g
		1	2	3	4	5	6	7
6.	b	b	g	q	p	d	b	b
		1	2	3	4	5	6	7
7.	e	o	c	e	a	e	e	c
		1	2	3	4	5	6	7
8.	w	x	w	v	u	i	w	v
		1	2	3	4	5	6	7
9.	a	d	b	a	g	a	p	q
		1	2	3	4	5	6	7
10.	f	t	l	f	h	f	f	k
		1	2	3	4	5	6	7

Pre-Lit

Same - Different

FIRST NAME_____

LAST NAME _____

DIRECTIONS: Put an X on the letter in the sentence that is the same.

EXAMPLE:	a	m a s a m
1.	m	a m a s a m
2.	s	s m a s a s
3.	a	m s a s a m
4.	S	M A S A M S
5.	A	S M A A M A
6.	M	M S M A S M
7.	s	S s m M a s
8.	A	M a A S s a
9.	m	s S M a m A
10.	a	A s m a A a

PRE-LITERACY

SKILL: DIRECTIONALITY

OBJECTIVES: 1. Students will be able to distinguish between left-right and top-bottom orientation.

TEXTS: A New Start Literacy Workbook 1, pp. 1-8
A New Start Literacy Workbook 2, pp. 1-4
Entry to English Book 2, pp. 1-3
Passage to ESL Literacy, pp. 10-22

SUPPLEMENTAL MATERIALS: Teacher-made worksheets (see attachments for samples)

PROCEDURES: 1. Specific Technique - Identifying Same or Different Shapes (see p. 17-18)

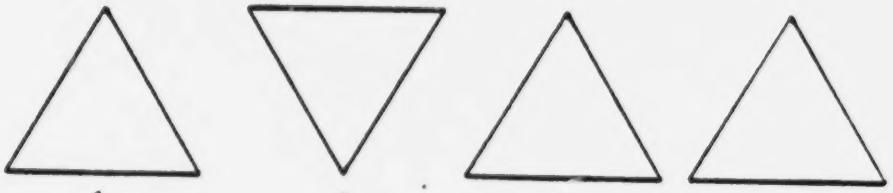
Pre-Lit

Directionality

NAME _____

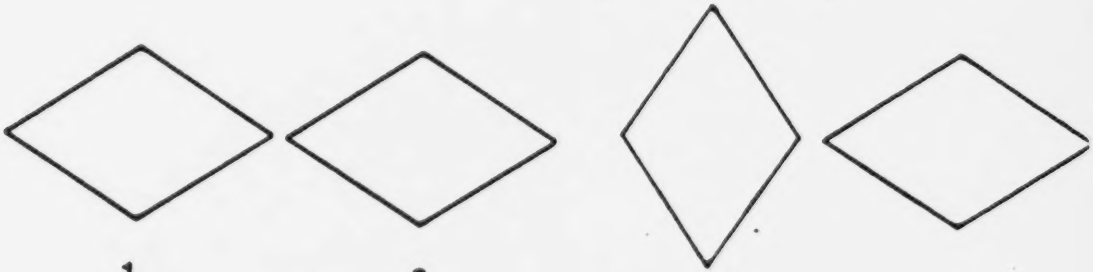
DIRECTIONS: Place an X on the shape that is not the same.

1.



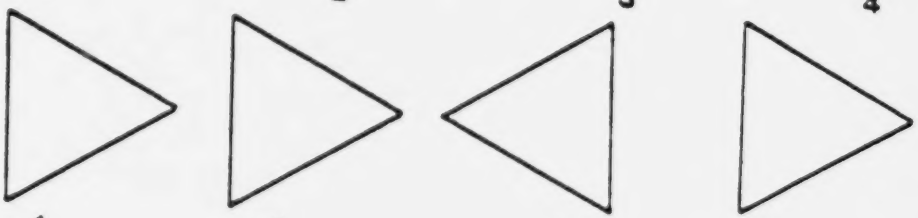
1 2 3 4

2.



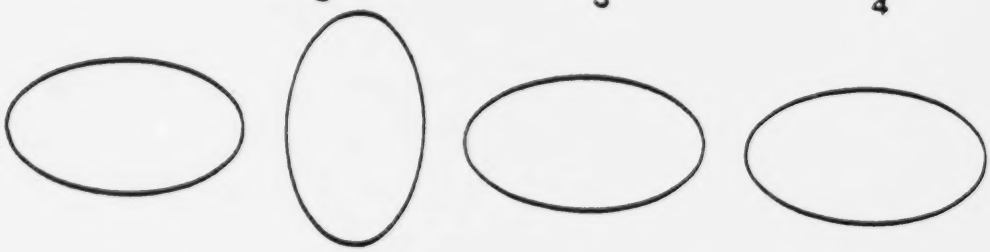
1 2 3 4

3.



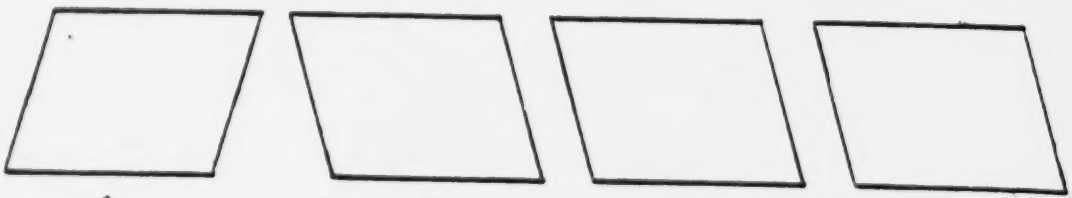
1 2 3 4

4.



1 2 3 4

5.



1 2 3 4

Pre-Lit

Directionality

DATE _____

DIRECTIONS: Circle the letter in each sentence that is not the same.

1. b b d b

2. b p b b

3. u u u n

4. y y ɣ y

5. h ɦ h h

6. g q q q

Pre-Lit

Directionality

Tel. No._____

DIRECTIONS: Circle the shape in each sentence that is <u>not</u> the same.

1. M W M M

2. L L ⌋ L

3. T T T ⊥

4. V Λ V V

5. Ƨ Z Z Z

PRE-LITERACY

SKILL: NUMBERS

OBJECTIVES:
*1. Students will be able to read and write independently 0-50.
*2. Students will be able to read and copy 51-100.

TEXTS:
Passage to ESL Literacy, pp. 2-4
A New Start Literacy Workbook 1, pp. 18-30
A New Start Student Book, pp. 4-5
Before Book One, pp. 1-4
Entry to English Book 2, pp. 25-31
Handwriting Activities Book 1 (included in unabridged edition of Guideline)

SUPPLEMENTAL MATERIALS:
Number flash cards
Pencils
Anything available that can be counted, ex. beans, paper clips, buttons
Game of Bingo (for oral number recognition)

PROCEDURES:
1. General Technique - Numbers
2. Specific Technique - Put pile of objects to be counted on students' desks and have students count them, group them by 5's, by 10's, etc., and write the numbers on paper.
3. Specific Technique - Write a number on board and have students read it and then count out correct number of objects.

*These numbers should be taught in smaller sets (0-10, 10-20, etc.); this literacy activity should be taught only after the students have learned the concept of these numbers.

PRE-LITERACY

SKILL: ALPHABET

OBJECTIVES:
1. Students will be able to read letters of alphabet both in sequence and out of sequence.
2. Students will be able to copy and then write independently capital letters in manuscript.
3. Students will be able to read, copy, and then write independently small letters in manuscript.
4. Students will be able to sign their names (i.e. in cursive).

TEXTS:
Passage to ESL Literacy, pp. 73-75, 12-27
Entry to English Book 2, pp. 4-5
Before Book One, pp. 5-10
A New Start Literacy Workbook 1, pp. 5-12
Handwriting Activities Books 1-3 (included in unabridged edition of Guideline)

SUPPLEMENTAL MATERIALS:
Alphabet flash cards
Lined writing paper (large-ruled)
Tactile letters
Tracing paper

PROCEDURES:
1. General Technique - Alphabet
2. Specific Technique - Write student's name in cursive on lined paper. Distribute tracing paper and have students practice tracing their signatures. Students should then practice copying their signatures without tracing paper.

LEVEL 1

TOPICS:

PERSONAL IDENTIFICATION 23

CLASSROOM 24

FAMILY 25

TIME/CALENDAR 26

MONEY 27

FOOD 29

CLOTHING 30

TRANSPORTATION 32

HEALTH 33

LEVEL 1

TOPIC: PERSONAL IDENTIFICATION

OBJECTIVES:
1. Students will be able to read sightwords requesting personal information.
2. Students will be able to fill out simple forms requesting personal information.

TEXTS:
Passage to ESL Literacy, p. 1; pp. 5-9
Entry to English Book 1, pp. 7-14
A New Start Literacy Workbook 1, pp. 13-17

SUPPLEMENTAL MATERIALS:
Top part of almost any application (e.g. bank, job)
Social Security Cards
Alien Registration Cards
Drivers Licenses
Magazine Subscription Forms
Teacher-made worksheets (see attached samples)

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Filling out forms (attached). Please note that the samples included here vary in difficulty. Some students will need to first practice copying on lined paper; others will be able to write on a single line. During this activity, the teacher or aide should be circulating to check the students' progress.
3. General Technique - Matching
Have students match the sightwords with specific information (e.g. city - Arlington, address - 1220 Wilson Blvd., etc.) Use specific information that the students know.

PHONICS ITEM:

L1

Personal ID

NAME

NAME

NAME

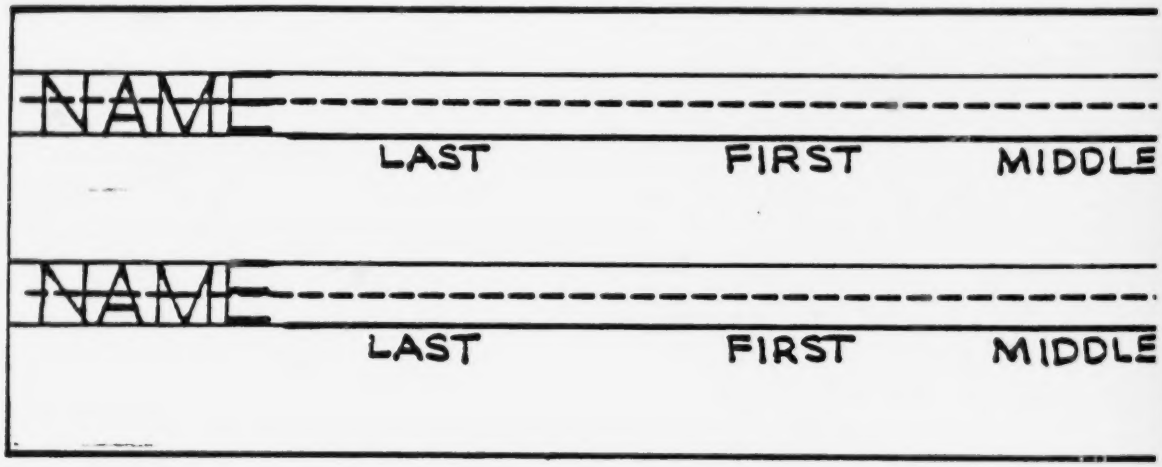
Name

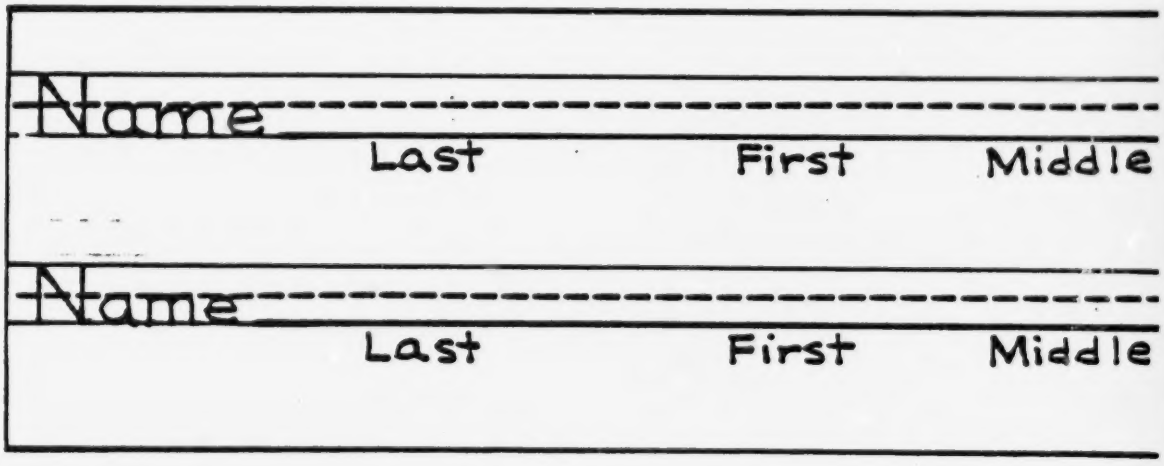
Name

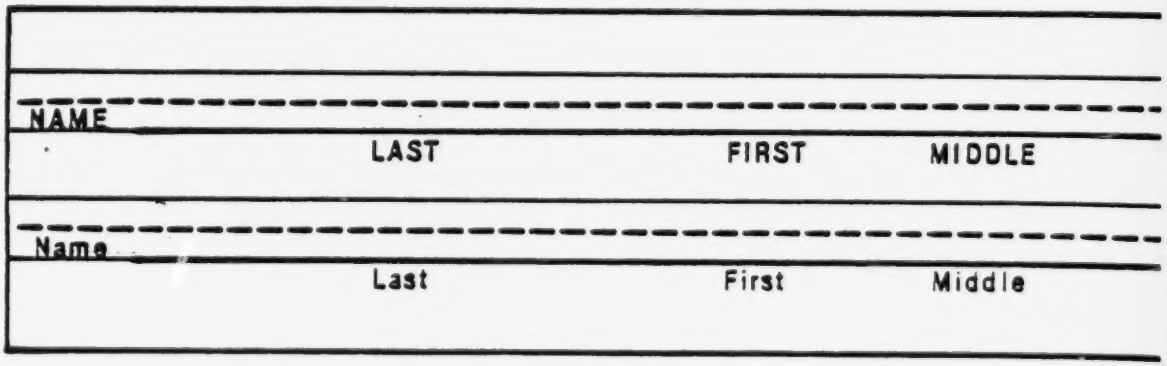
Name

L1

Personal ID

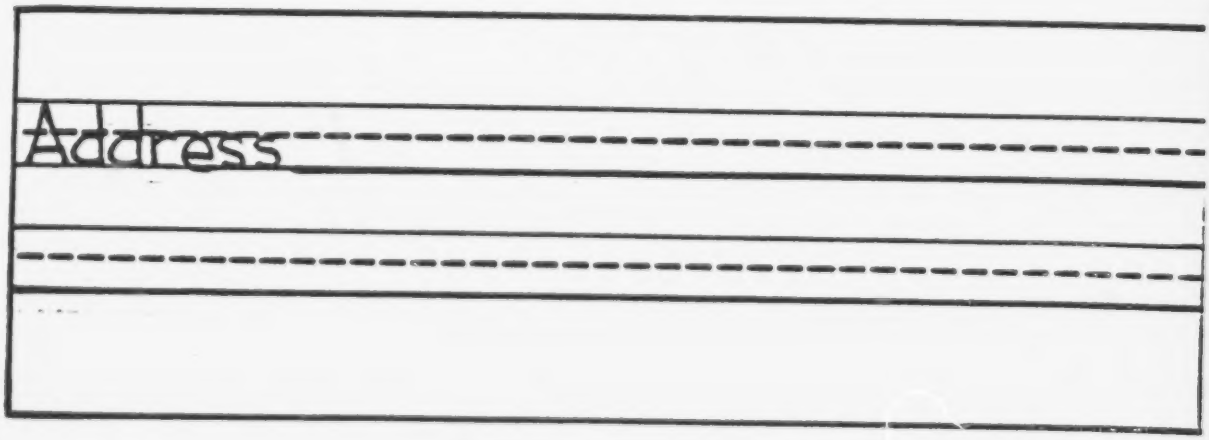






L1

Personal ID



L1

Personal ID

Name _____
Last First Mid

ADDRESS _____
NO. STREET APT. NC

_____
CITY STATE ZIP COD

Address _____
No. Street Apt. No.

_____
City State Zip Code

L1

Personal ID

NAME _____

TELEPHONE NUMBER _____

Telephone Number _____

Telephone No. _____

Phone No. _____

HOME PHONE ☐☐☐-☐☐☐☐

Home Phone ☐☐☐-☐☐☐☐

Name _____

Address _____

_____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

4

NAME _____
LAST FIRST MIDDLE

AGE _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

L1

Personal ID

L1

Personal ID

NAME _____

ADDRESS _____

_____

NAME _____
First Middle Last

ADDRESS _____
City State Zip

BIRTHDATE _____

AGE _____

L1

Personal ID - 1

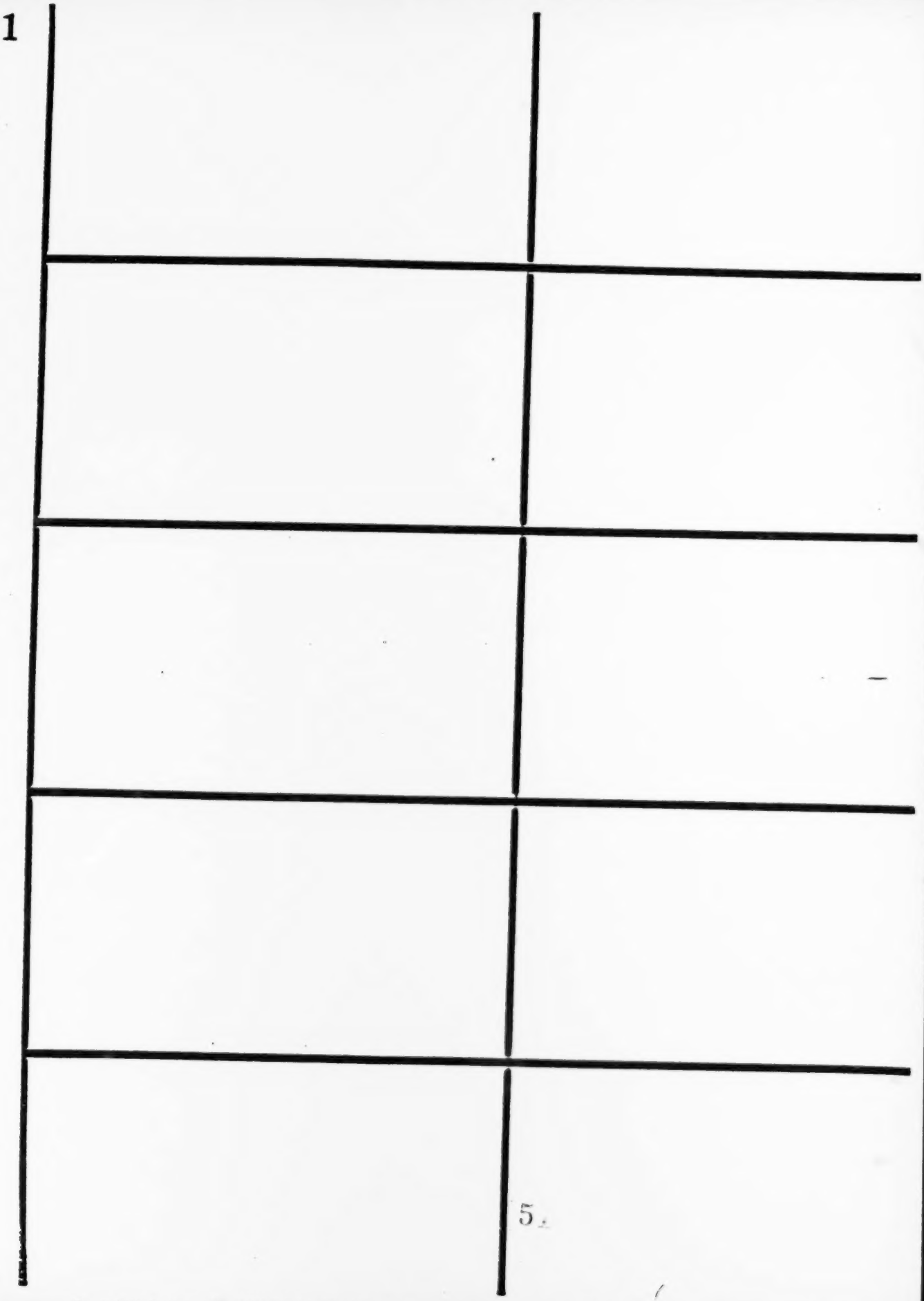
FIRST	CITY
MIDDLE	STATE
LAST	ZIP CODE
NAME	AGE
ADDRESS	BIRTHDATE

L1

Personal ID-2

TELEPHONE NUMBER	TEL. NO.
APARTMENT	APT. NO
	TEL. #
	PHONE #

L1



LEVEL 1

TOPIC: CLASSROOM

OBJECTIVES:
*1. Students will learn to read simple questions words (e.g. who, what, where) and certain words for commands (e.g. listen, read, write).
*2. Students will learn to read the words for simple classroom objects.

TEXTS: Passage to ESL Literacy, pp. 79-84

SUPPLEMENTAL MATERIALS: Various classroom objects and materials, e.g. desk, chair, pencil, book, etc.
Labels and flash cards for classroom objects

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. Specific Technique - Play 20 Questions
   a. All students have their own "pack" of sightword cards on desk top.
   b. One student holds a classroom object/ picture behind back.
   c. Other students ask yes/no questions to identify.
   d. Students hold up correct sight-word card when they know the answer.

PHONICS ITEM:

*The commands and classroom objects you choose to teach as sightwords should come from your classroom text, or a basic text that is used in your school. (Remember: Everything taught as a sightword should already have meaning and be in the students' aural/oral vocabulary.)

L1

Classroom - 1

WHAT	TEACHER
HOW MANY	STUDENT
YES	DESK
NO	CHAIR
REPEAT	CLASS

L1

Classroom - 2

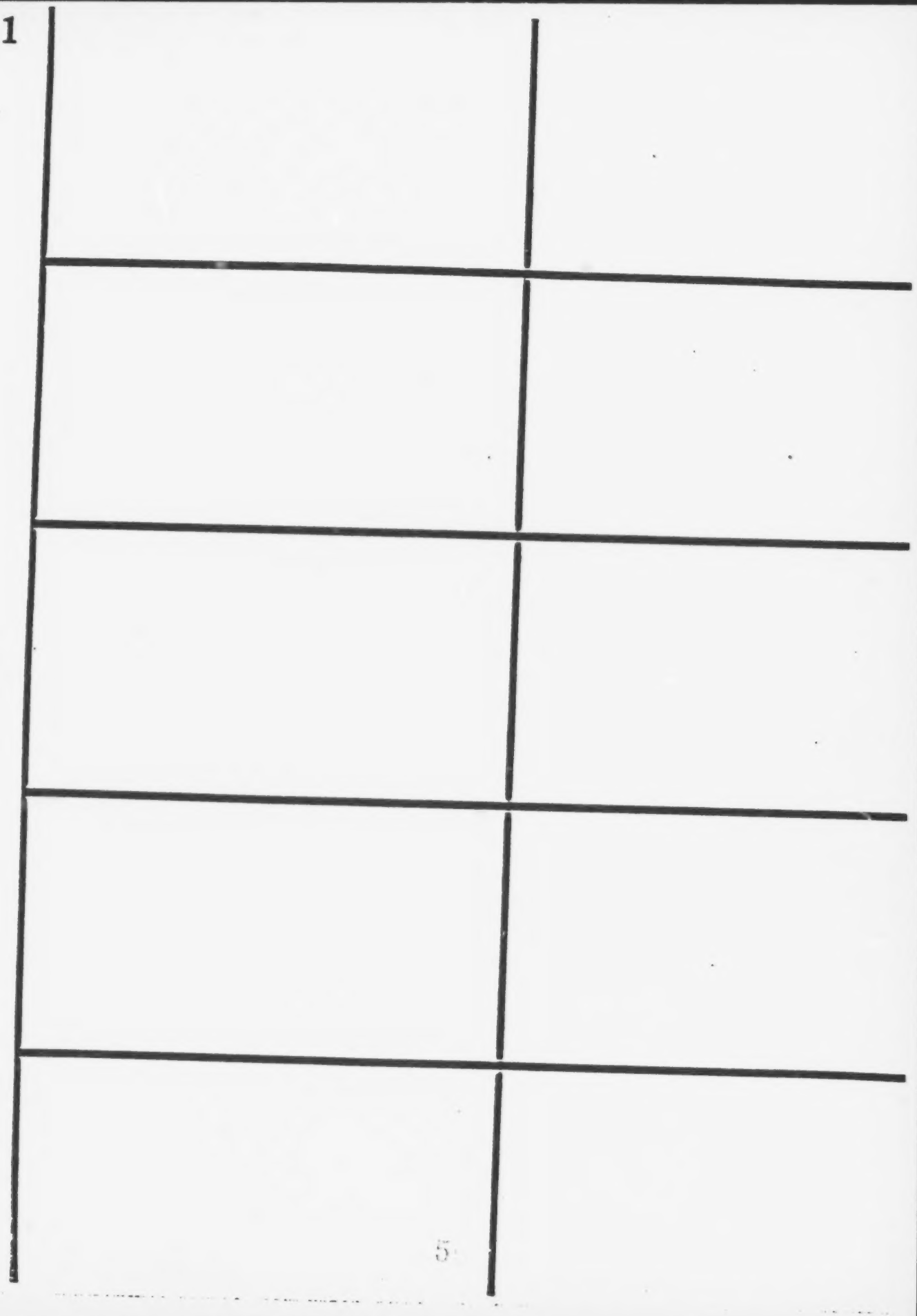
BOOK	DOOR
PAPER	OPEN
PENCIL	CLOSE
PEN	LISTEN
WINDOW	READ

L1

Classroom-3

WRITE	WHO
WHERE	WHEN

L1



LEVEL 1

TOPIC: FAMILY

OBJECTIVES:
1. Students will be able to read and write family relationships (e.g., father, son).
2. Students will be able to spell their family names.
3. Students will be able to fill out forms asking about family relationships.

TEXTS:
A New Start Literacy Workbook 2, pp. 99
A New Start Student Book, pp. 130-131
Passage to ESL Literacy, pp. 185-190
Oxford Picture Dictionary, p. 71

SUPPLEMENTAL MATERIALS:
Pictures of your family
Pictures of students' families
Pictures of families from magazines
Teacher-made worksheets (see attached sample)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
   Students bring in pictures of their families and match sightwords to members of their family.
3. General Technique - Cloze
4. Specific Technique
   a. Pass sightwords for family relationships out at random.
   b. Make various family groupings by calling out relationships and having students with appropriate cards group themselves. E.g. teacher says 'father', 'mother', 'son', and students with those sightwords stand up and move together.
5. Specific Technique - Filling Out Forms (Sample Attached)

PHONICS ITEM:

L1

Family

Name _____
Last First Middle

Wife's Name _____

Husband's Name _____

Circle

Names of children: _____ M or F

_____ M or F

_____ M or F

Mother 's Maiden Name _____

L1

Family - 1

HUSBAND	CHILDREN
WIFE	MOTHER
MALE	FATHER
FEMALE	SON
CHILD	DAUGHTER

L1

Family - 2

SISTER	GRANDMOTHER
BROTHER	GRANDFATHER
AUNT	BROTHER-IN-LAW
UNCLE	SISTER-IN-LAW
MAIDEN	FAMILY

L1

Family - 3

SPOUSE	

LEVEL 1

TOPIC: TIME/CALENDAR

OBJECTIVES:
1. Students will be able to read and write the days of the week.
2. Students will be able to read and write the months of the year.
3. Students will be able to read basic sightwords about time.
4. Students will be able to read and write the numbers for clock time, including digital clocks.

TEXTS:
Before Book One, pp. 17-23
Passage to ESL Literacy, pp. 90-97
A New Start Literacy Workbook 1, pp. 41-53
A New Start Student Book, pp. 13-14

SUPPLEMENTAL MATERIALS:
Large clock, watch
Calendar
Bean bag, ball, or other object for throwing

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Bean Bag Toss
   a. Teacher says the name of a day of the week.
   b. Teacher tosses bean bag to a student, who must then say the next day and hold up the appropriate sightword card.
   c. That student tosses the beanbag to another student, etc., and follows instruction in "b".
   d. Teacher may also follow this method for teaching the months.
3. Specific Techniques - Calendar
   Students will write in days of week on blank calendar form (attached).
4. General Technique - Dictation
   Have students write down (digital) clock time as you say it.

PHONICS ITEM:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

L1

Time/Calendar - 1

TIME	MORNING
DAY	O' CLOCK
MONTH	AFTERNOON
WEEK	EVENING
YEAR	NIGHT

L1

Time/Calendar - 2

CALENDAR	FRIDAY
MONDAY	SATURDAY
TUESDAY	SUNDAY
WEDNESDAY	JANUARY
THURSDAY	FEBRUARY

L1

Money - 1

PENNY	CENT
NICKEL	CENTS
DIME	CHANGE
QUARTER	$
DOLLAR	¢

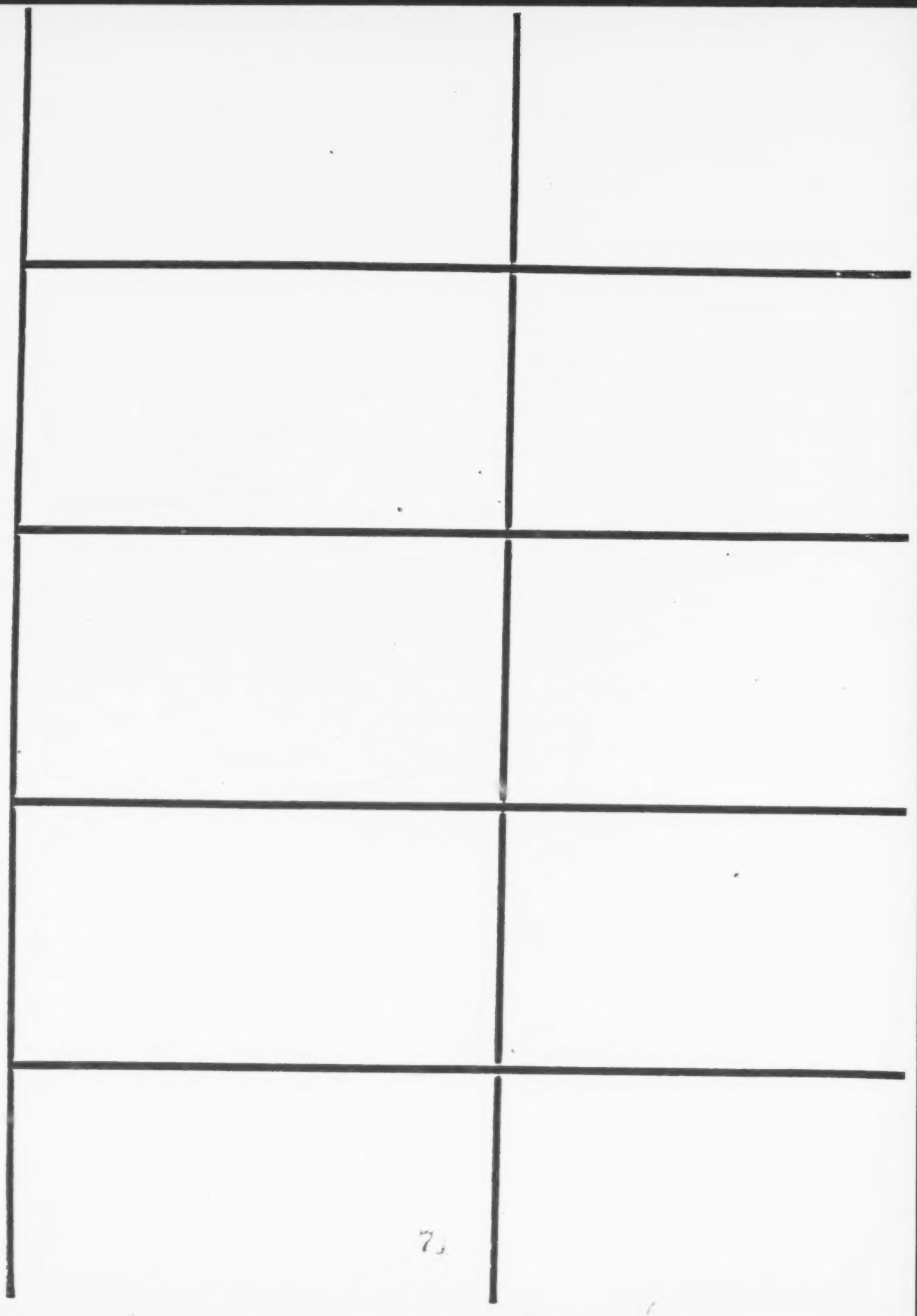
L1

Time/Calendar - 3

MARCH	AUGUST
APRIL	SEPTEMBER
MAY	OCTOBER
JUNE	NOVEMBER
JULY	DECEMBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

L1



LEVEL 1

TOPIC: MONEY

OBJECTIVES:
1. Students will be able to recognize sight-words relating to common denominations of money (both coins and bills).
*2. Students will be able to recognize and write common money symbols (in conjunction with numbers).
3. Students will identify equivalent amounts of money (Example: 2 nickels = 1 dime).
4. Students will count coins to a given amount.

TEXTS:
Basic English for Adult Competency, pp. 30-32
Before Book One, pp. 13-16
Entry to English Book 2, pp. 32-50
A New Start Student Book, pp. 7-12
A New Start Literacy Workbook 1, pp. 29-40
Passage to ESL Literacy, pp. 137-143

SUPPLEMENTAL MATERIALS:
Money
Sales tags and stickers
Cash register receipts
Newspaper ads for food, clothing, etc.
Copies of common signs relating to money found on vending machines (e.g. no pennies, quarters only)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Dictation
3. General Technique - Matching
Have students match (visuals of) coins and bills with sightwords
4. Specific Technique - Writing Amounts of Money
a. Give students an amount of money.
b. Students will count and write correct amount in numbers with correct symbols on chalkboard or paper.

*Note: This objective is to be taught only after students can count and manipulate American money.

LEVEL 1

TOPIC: MONEY, p. 2

5. Specific Technique
   a. Hand out various sales tags and/or receipts to students.
   b. Write a price on the board.
   c. Student who has that price stands up and reads price.
6. Specific Technique
   a. Hand out food and clothing ads from newspaper.
   b. Write several prices on board.
   c. Students locate and circle those prices that are in their ads.
   d. Walk around room to check answers.

PHONICS ITEM:

L1

Money

No pennies

Quarters,dimes, and nickels only

Quarters only

Coins only

No Bills

Exact change only

L1

Money - 1

PENNY	CENT
NICKEL	CENTS
DIME	CHANGE
QUARTER	$
DOLLAR	¢

L1

Money - 2

COINS	
BILLS	

LEVEL 1

TOPIC: FOOD

OBJECTIVES:
1. Students will identify common group names of food used in their local supermarkets, e.g. dairy, produce.
*2. Students will be able to read words for some common foods.
3. Students will be able to read prices and units of measurement, as well as abbreviations for units of measure.

TEXTS:
Basic English for Adult Competency, pp. 33-35
Everyday English (Alemany) Student Book 1, FOOD pp. 1-4
A New Start Literacy Workbook 1, pp. 69-76
Passage to ESL Literacy, pp. 144-145; 149-163
Oxford Picture Dictionary, p. 20

SUPPLEMENTAL MATERIALS:
Real or artificial foods or pictures of foods
Supermarket ads
Photos/pictures of supermarket interiors

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Food Group Names
   a. Place food group name signs around the room.
   b. Have students place visuals or foods (or empty containers) and food word cards in the corresponding food groups.

PHONICS ITEM:

*These words should be chosen on the basis of the students' preferences; i.e. what foods do students eat/buy? Do not overload them with sightwords!

L1

Food - 1

BANANA	TOMATO
APPLE	POTATO
ORANGE	LETTUCE
GRAPES	BEANS
MILK	CUCUMBERS

L1

Food - 2

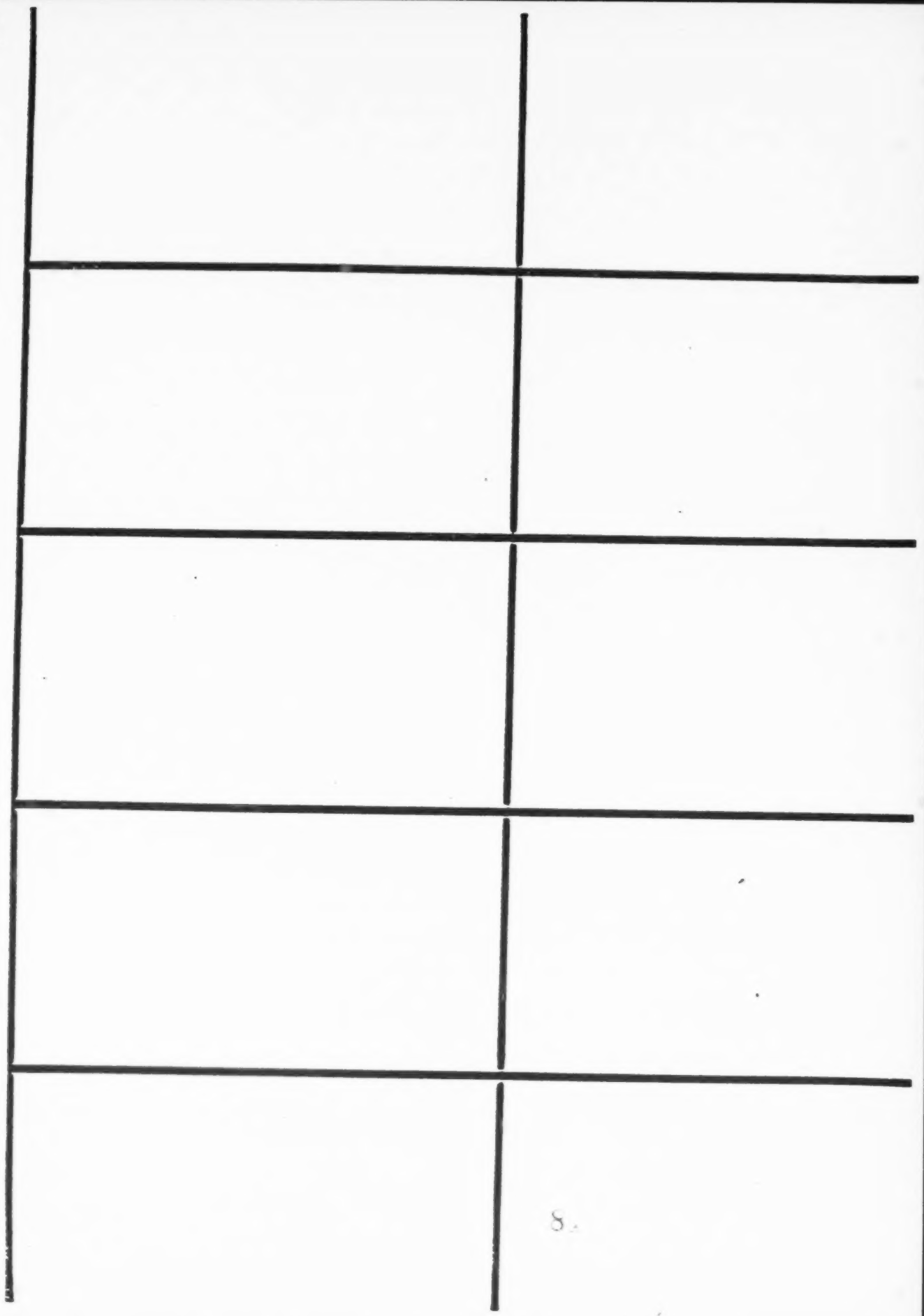
DAIRY	RICE
FRUITS	POUND (lb.)
VEGETABLES	OUNCE (oz.)
MEAT	GALLON (gal.)
BAKERY	PINT (pt.)

L1

Food - 3

QUART (qt.)	BEEF
	CHICKEN

L1



LEVEL 1

TOPIC: CLOTHING

OBJECTIVES:
*1. Students will be able to read words for colors, sizes, and articles of clothing.
2. Students will match sightwords to actual articles of clothing (or visuals of clothing).

TEXTS:
A New Start Literacy Workbook 1, pp. 83-92
A New Start Student Book, pp. 25-26
Before Book One, pp. 25-28
Everyday English (Alemany) Student Book 1, CLOTHES pp. 1-8
Oxford Picture Dictionary, pp. 10-13

SUPPLEMENTAL MATERIALS: Clothing tags and labels for different sizes
Catalogues

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. General Technique - Language Experience Story (see p. 31)
4. Specific Technique: Newspaper Ads
   a. Hand out newspaper ads for clothing.
   b. Students circle words from ads as teacher calls them out or writes them on the board.

PHONICS ITEM:

*Remember: This objective is to be taught only after the students have mastered these words orally/aurally; i.e. Do they understand them? Can they talk about or describe the different articles of clothing?

Instructions for Procedure 2
(Level 1: Clothing)

LEA: MY FRIEND

1. Pass out the picture of the girl (attached; however, you can use any picture).

2. Give the students colored crayons, pencils, or markers.

3. Review the names of the colors, using the crayons or markers themselves, or pieces of colored paper.

4. Have the students color the articles of clothing with colors of their choice.

5. Introduce or review the names for the articles of clothing, using the sightwords and the General Technique for teaching sightwords.

6. Have the students label the articles of clothing in the picture (students may need help).

7. Pass out the worksheet with numbered sentences (attached). Read the sentences about the picture out loud. Have the students repeat each sentence. (They will not be the same for all students, as students will not necessarily have chosen the same color for each article of clothing.)

8. Have students fill in the blanks. Use the blackboard or flashcards to indicate the correct words.

9. Pass out the "paragraph" worksheet (attached). Have the students fill in the cloze exercises.

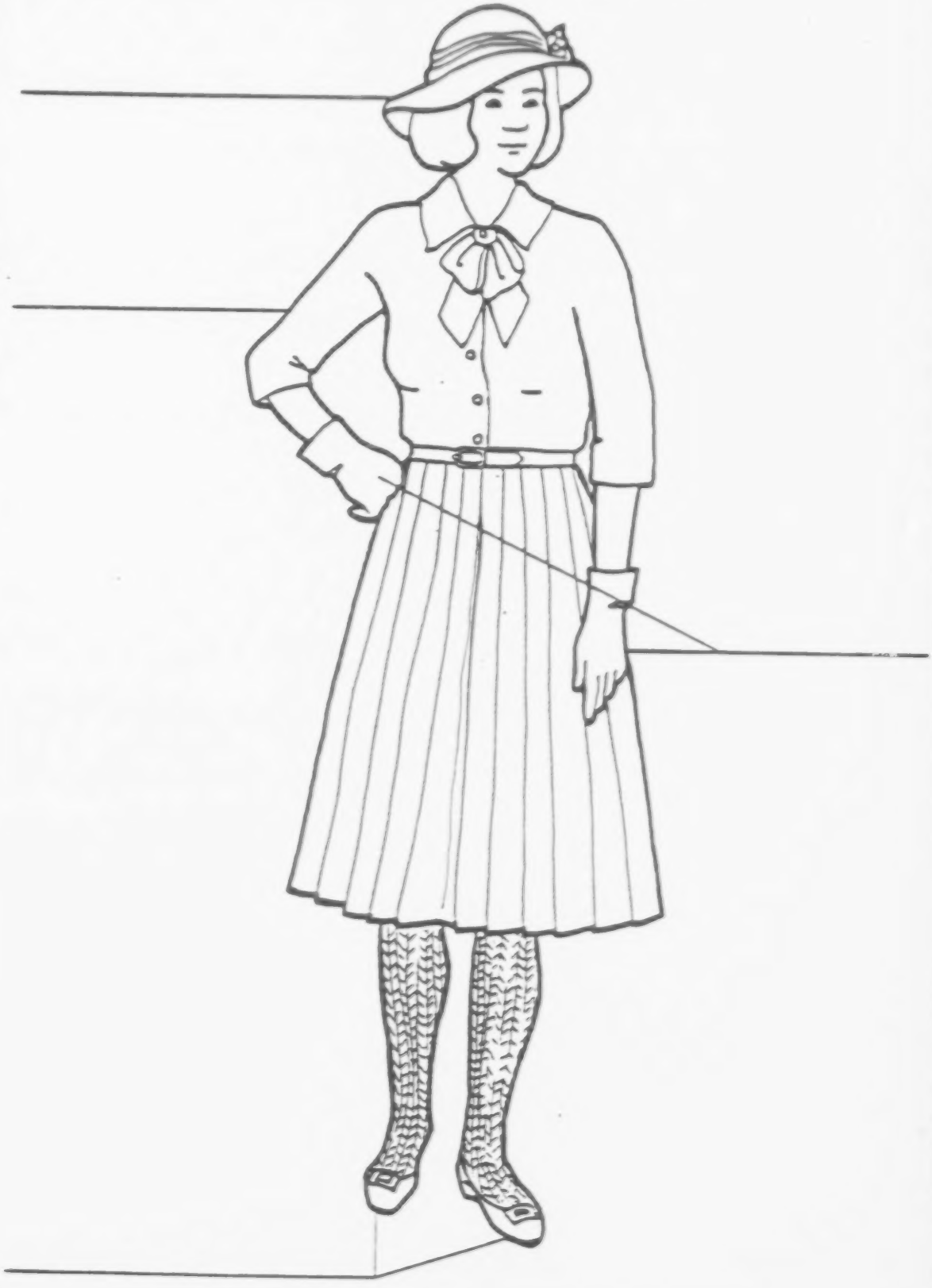
10. Have the students copy the paragraph about their picture.

(This activity was developed by Tracy Kyriakeas.)

L1

Clothing

My Friend



L1

Clothing

Name _____

1. This is my friend.

2. She has a _____ hat.

3. She has a _____ dress.

4. She has new _____.

5. She has _____ shoes.

6. She is pretty.

7. I like her.

L1

Clothing

Name_____

My Friend

This is my friend. She has a _____ hat. She has a _____ dress. She has new _____. She has _____ shoes. She is pretty. I like her.

My Friend

L1

Clothing - 1

DRESS	SOCKS
SHIRT	COAT
SKIRT	HAT
PANTS	GLOVES
SHOES	BOOTS

L1

Clothing - 2

RED	ORANGE
BLUE	BLACK
YELLOW	WHITE
PURPLE	GRAY
GREEN	BROWN

L1

Clothing - 3

	LARGE (L)
PRICE	SALE
SIZE	
SMALL (S)	BIG
MEDIUM (M)	

L1

Clothing-4

SWEATER	
JACKET	
PINK	
EXTRA LARGE (XL)	

LEVEL 1

TOPIC: TRANSPORTATION

OBJECTIVES:
1. Students will be able to read simple traffic and pedestrian signs.
2. Students will be able to read simple bus or train schedules.
3. Students will be able to read and write terms for directions (e.g. right, left, up, straight, etc.).

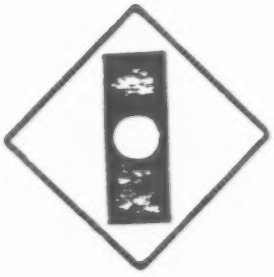
TEXTS:
A New Start Literacy Workbook 1, pp. 77-84
Everyday English (Alemany) Student Book 1, TRANSPORTATION, pp. 1-12
Entry to English Book 2, pp. 55-59
Basic English for Adult Competency, pp. 52-54

SUPPLEMENTAL MATERIALS: Road signs or pictures of signs (see attached samples)
Local bus or train schedules (see attached sample)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
   Have students match traffic signs (symbols) with words.
3. Specific Technique - Role Play
   Using a simple bus or train schedule, have students ask each other what time the bus leaves, arrives, etc.
4. General Technique - Dictation
   a. Give students simple directions to a nearby place (e.g. grocery store).
   b. Have students take notes (i.e., write down pertinent terms for directions).
   c. Ask students to read their notes to give the same directions.

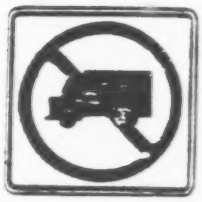
PHONICS ITEM:

PED
XING



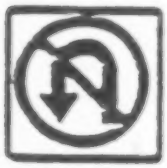
TAXI STAND

BUS STOP



STOP

DO NOT
ENTER



SPEED
LIMIT
55

Call
1-800-USA-RAIL
for reservations and information
Amtrak

Northeast Corridor Business Service Northbound

Effective October 27 1985

Amtrak

Train No	Frequency	DP Washington	Baltimore	Wilmington	Phila 30th St	Metro Park (D)	Newark (D)	AR New York	AR New Haven
866	Daily	10 30 p	11 15 p		Executive Sleeper Service			(8 00 a) [20]	
100	[1] E x Sa Su	6 00 a •	6 35 a	7 21 a	7 41 a		8 42 a	8 55 a	
102	[1] E x Sa Su	7 00 a •	7 35 a	8 21 a	8 41 a		9 42 a	9 55 a	
104	[2] E x Su	8 00 a •	8 35 a	9 21 a	9 41 a		10 42 a	10 55 a	
282	[2] E x Sa Su	9 00 a	9 32 a	10 17 a	10 37 a		11 36 a	11 49 a	
288	[4] E x Sa Su	12 00 n	12 32 p	1 17 p	1 37 p		2 36 p	2 49 p	
296	[10] Su Only	12 00 n	12 32 p	1 17 p	1 37 p		2 36 p	2 49 p	△ 4 35 p
114	[5] E x Sa Su	1 00 p	1 32 p	2 18 p	2 38 p	3 27 p	3 42 p	3 55 p	
116	[6] E x Sa	2 00 p	2 32 p	3 18 p	3 38 p	4 27 p	4 42 p	4 55 p	
290	[11] E x Sa Su	2 55 p	3 27 p	4 12 p	4 32 p		5 31 p	5 44 p	
284	[12] Su Only	2 55 p	3 27 p	4 12 p	4 32 p		5 31 p	5 44 p	△ 7 37 p
120	[6] E x Sa	4 00 p	4 32 p	5 18 p	5 38 p	6 27 p	6 42 p	6 55 p	
122	[7] E x Sa	5 00 p	5 32 p	6 18 p	6 38 p ■		7 42 p	7 55 p	
124	[8] E x Sa Su	6 00 p	6 32 p	7 18 p	7 38 p	8 27 p	8 42 p	8 55 p	
126	[9] Fr Su Only	7 00 p	7 35 p	8 21 p	8 41 p	9 30 p	9 45 p	9 59 p	
866	Daily •	10 30 p	11 15 p		Executive Sleeper Service			(8 00 a) [20]	

BEST COPY AVAILABLE

L1

Transportation - 1

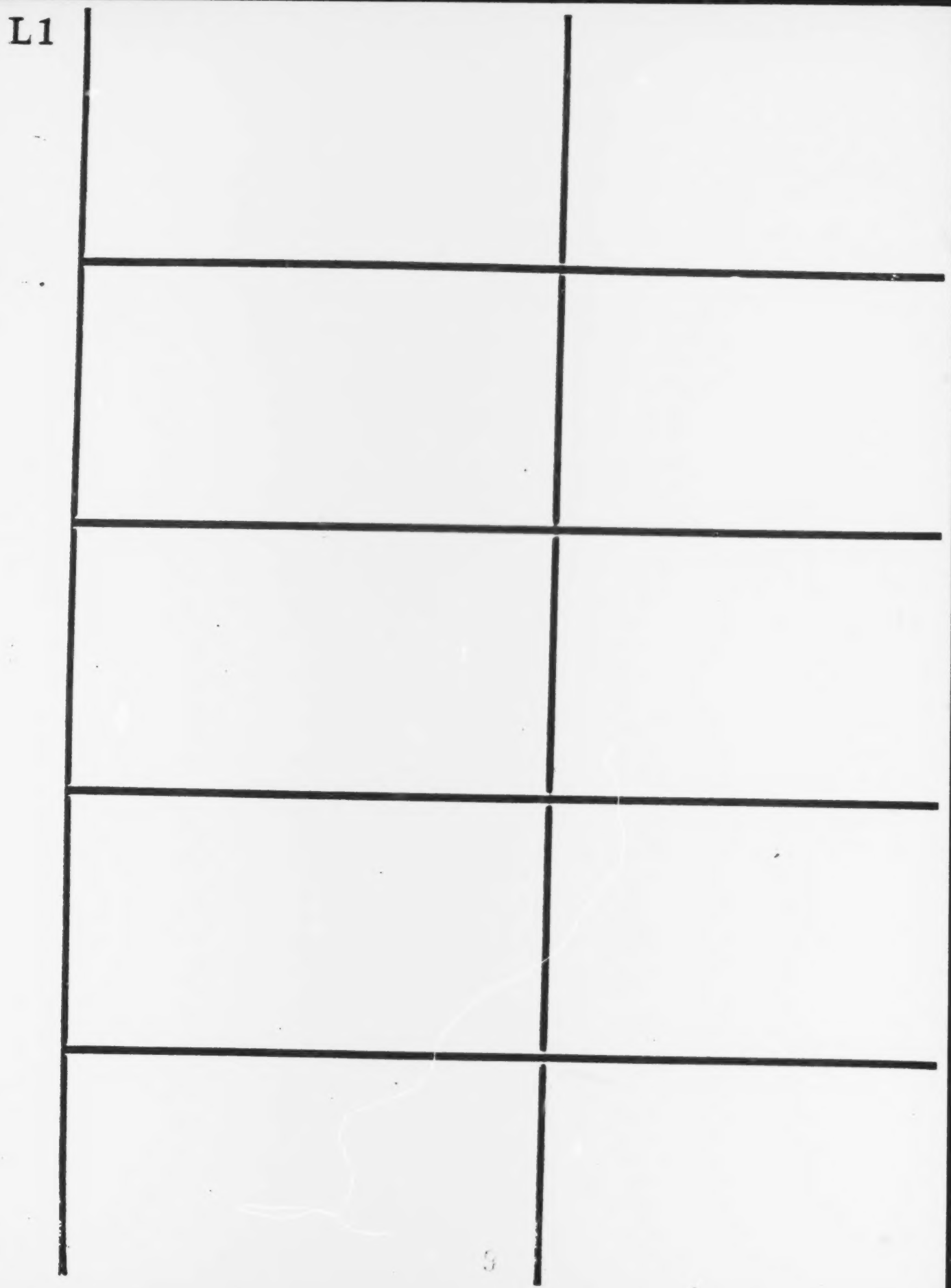
CAR	
BUS	
TAXI	
TRAIN	FARE
AIRPLANE	TRANSFER

LEFT	WALK
RIGHT	DON'T WALK
STRAIGHT	YIELD
STOP	ONE WAY
GO	RAILROAD CROSSING

L1

Transportation-3

SUBWAY	LEAVE (LV)
SCHEDULE	DEPART (DP)
TICKET	ARRIVE (AR)


L1

LEVEL 1

TOPIC: HEALTH

OBJECTIVES:
1. Students will be able to read, and write names for different parts of the body.
2. Students will read a medical appointment card.
3. Students will be able to recognize sight-words for common over-the-counter medications.

TEXTS:
Everyday English (Alemany) Student Book 1, HEALTH, pp. 1-8, 12-13
Before Book One, pp. 40-43
A New Start Literacy Workbook 2, pp. 65-73
Oxford Picture Dictionary, Wall chart for body parts, p. 8 (in book)

SUPPLEMENTAL MATERIALS:
Parts of own body
Medical appointment cards
Pictures of parts of body and flash-cards
Labeled diagram of body (sample attached)
Unlabeled diagram of body
Boxes/Packages of common over-the-counter medications

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Total Physical Response
(Use TPR to reinforce names of body parts.)
   a. Teacher holds up sightword card and students point to appropriate body part.
   b. Teacher points to body part and students hold up corresponding sightword card.
3. Specific Technique - Students read a medical appointment card (attached) by answering teacher-posed questions.
4. Specific Technique - Labelling Parts of the Body
   a. Teacher holds up sightword for a part of the body and models name.
   b. Students say name.
   c. Students label correct body part by writing word in appropriate place on unlabelled picture.

LEVEL 1

TOPIC: HEALTH, p. 2

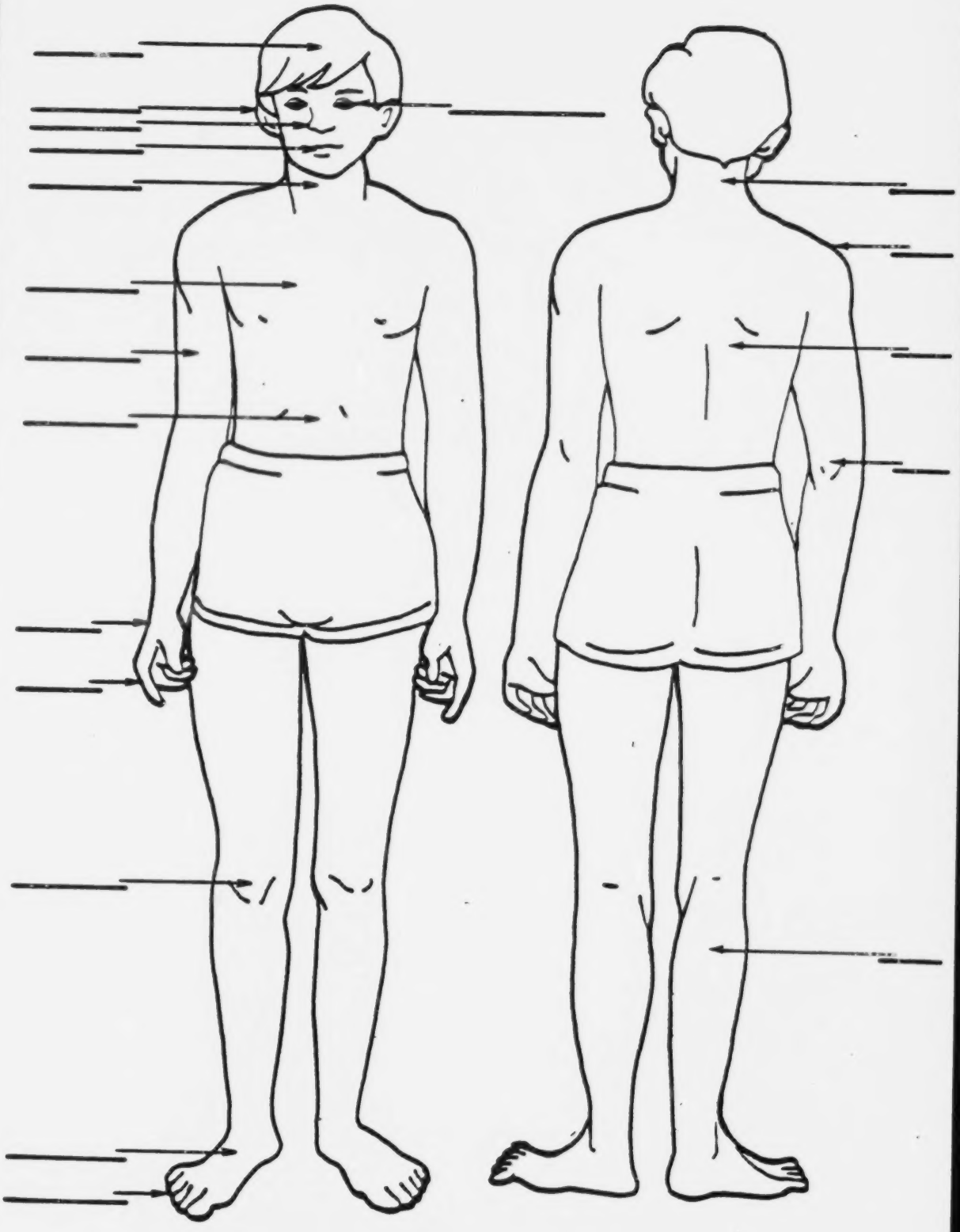
d. Students correct own work by looking at labelled picture of the body.

5. General Technique - Matching
   a. Teacher gives students a "symptom" (e.g. "You have a headache").
   b. Students choose appropriate over-the-counter medication (from number of packages of medication).

PHONICS ITEM:

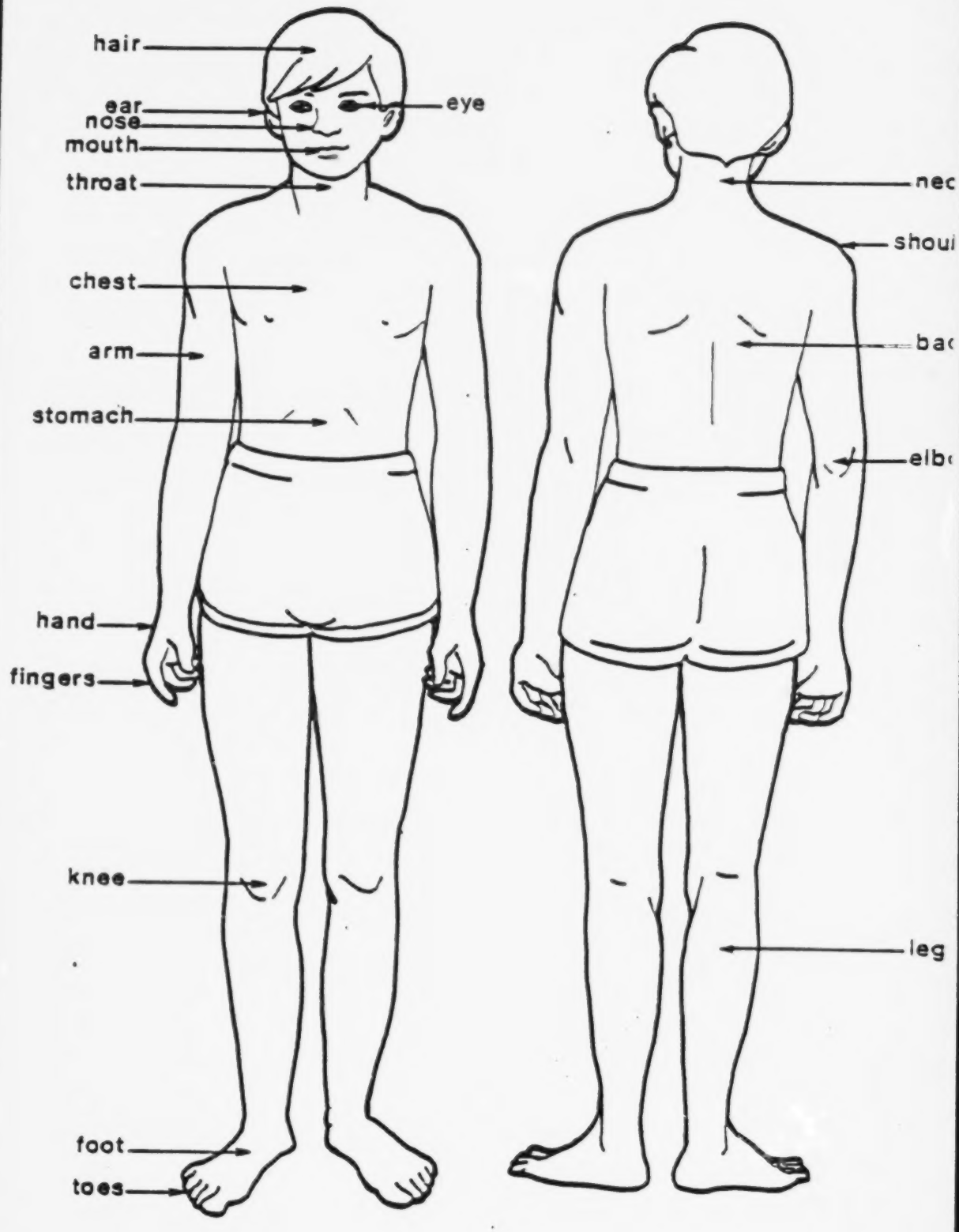
L1

Health



L1

Health


hair
ear
nose
mouth
throat
eye
chest
arm
stomach
hand
fingers
knee
foot
toes
nec
shoul
bac
elb
leg

L1

Health

ARTHUR A. RUBIN, M.D.
INTERNAL MEDICINE
1715 NORTH GEORGE MASON DRIVE
SUITE 204
ARLINGTON, VIRGINIA 22205
TELEPHONE 525-6863

Mr. Guang Pho
HAS AN APPOINTMENT ON
Tuesday (DAY) Jan. (MONTH) 1/14/86 (DATE)
AT 10 A.M. ____ P.M.
IF UNABLE TO KEEP APPOINTMENT KINDLY GIVE 24 HOURS NOTICE.

Pablo A. Falo, M.D. Maureen O'Regan, M.D. Gustavo A. Rossi, M.D.

1715 N. Geo. Mason Dr.
Suite 207
Arlington, VA 22205
(703) 528-6300

1760 Reston Avenue
Suite 515
Reston, VA 22090
(703) 437-8080

Mrs. Adela Rivera
HAS AN APPOINTMENT ON
Friday (DAY) April (MONTH) 4/26/86 (DATE)
AT ____ A.M. 3:30 P.M.
PLEASE TELEPHONE ONE DAY IN ADVANCE IF YOU WILL BE UNABLE TO KEEP THE APPOINTMENT.

STEPHEN I. BARSKY, D.D.S.
1925 K STREET, N.W.
SUITE 507
WASHINGTON, D.C. 20006
TELEPHONE 202-331-1644

Mrs. Lo Kim
(DAY) Thursday (DATE) 2/10/86 (TIME) 1:45 p.m.
IF UNABLE TO KEEP APPOINTMENT KINDLY GIVE 24 HOURS NOTICE.
THERE WILL BE A CHARGE MADE FOR BROKEN APPOINTMENTS.

M. ____
HAS AN APPOINTMENT WITH
K. M. HAGGERTY, D.D.S., F.I.C.D., P.C.
4500 OLD DOMINION DRIVE
ARLINGTON, VIRGINIA 22207
TELEPHONE 527-6495
FOR
MON. ____ AT ____
TUES. ____ AT ____
WED. ____ AT ____
THURS. ____ AT ____
FRI. ____ AT ____
SAT. ____ AT ____
IF UNABLE TO KEEP THIS APPOINTMENT KINDLY GIVE 24 HOURS NOTICE

10.

L1

Health - 1

THROAT	ELBOW
NOSE	MOUTH
EYE	TEETH
EAR	TOOTH
HEAD	NECK

L1

Health - 2

ARM	CHEST
HAND	STOMACH
FINGERS	KNEE
SHOULDER	LEG
BACK	FOOT

L1

Health - 3

TOES	
HEADACHE	MEDICINE
STOMACHACHE	ASPIFIN

L1

HAIR	COUGH MEDICINE
DRUG STORE	
COLD REMEDY	
ANTACID	
VITAMINS	

Health-4

LEVEL 2

TOPICS:

PERSONAL ID 36
TELEPHONE 37
CLASSROOM PROCEDURE AND SIGNS 38
TIME/CALENDAR/WEATHER 39
MONEY 40
FOOD 41
CLOTHING 42
TRANSPORTATION 43
PARTS OF THE BODY/HEALTH EMERGENCIES 44
OCCUPATIONS 45
EMPLOYMENT: WANT ADS 46

LEVEL 2

TOPIC: PERSONAL ID

OBJECTIVES:
1. Students will be able to read sightwords relating to personal ID.
2. Students will be able to fill in personal information on simple forms.

TEXTS:
English for Adult Competency Book I, pp. 7-8, p. 22
Lifelines Book 1, pp. 11-18
Passage to ESL Literacy, pp. 85-80
English That Works Book 1, pp. 2-32

SUPPLEMENTAL MATERIALS:
Magazine subscription forms
Registration forms
Application forms
Teacher-made worksheets (see attached samples)
Scale
Yardstick

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Total Physical Response (TPR)
   a. Bring a scale and yardstick to class.
   b. Give students oral commands to weigh and measure themselves and/or each other.
   c. Ask them to record this information on a worksheet. (See attached sample.)
3. General Technique - Language Experience Story (LEA)
   Develop a "story" with students using some vocabulary relating to personal ID.
4. Specific Technique - Filling Out Forms
   Distribute simple forms for students to fill out. (See attached samples.) This can be repeated on a daily basis during study of this topic and as a periodic review. Teacher should be available to help individual students during this activity.

PHONICS ITEM:

L2

Personal ID

Telephone Number _____

1.

PRINT NAME _____

PRINT NAME _____

2.

Print

Name _____
First Middle Last

Name _____
First Middle Last

3.

Please print

Name _____
Last First Middle

Name _____
Last First Middle

4.

Signature _____

Signature _____

Sign here _____

Sign here _____

SIGN HERE _____

SIGNATURE _____

L2

Personal ID

Name _____

Telephone No. _____

SOCIAL SECURITY NO. □□□-□□-□□□□

SOCIAL SECURITY NUMBER: □□□-□□-□□□□

Social Security No. ___-___-____

Social Security No. ___-___-____

SOCIAL SECURITY NUMBER _____

Social Security No. _____

Name _____
First Middle Last

Address _____
No. Street Apt. No.

_____
City State Zip Code

Telephone No. _____

Social Security No. _____

Application Form

Last Name _____ First Name _____ Middle Name _____

Home Address _____

_____

City _____ State _____ Zip _____

Marital Status : Single ☐ Married ☐

Widowed ☐ Divorced ☐

Height _____ Weight _____ _____

Birthdate _____ Sex _____

Telephone ( ) _____

L2

Personal ID

Please Print Name _____

Address _____

_____ Apt. _____

City _____

State _____

Zip _____

Name _____ Age _____

Street _____ Apt. _____

City _____ State _____ Zip _____

Nationality _____

Employed _____ Yes ☐ No ☐

Married _____ Yes ☐ No ☐

Signature _____

L2

Personal ID-1

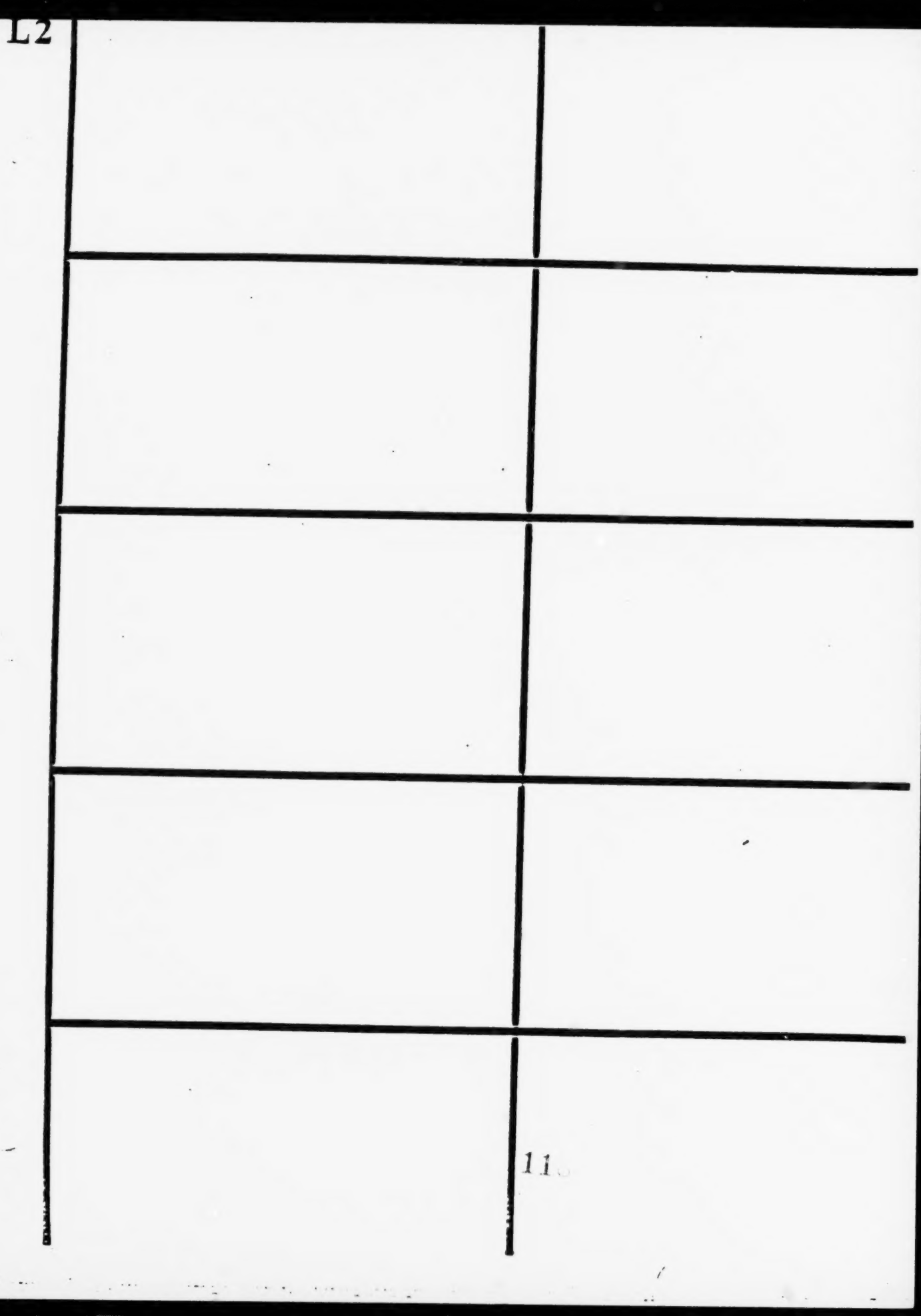
See Sightwords for L1 Personal ID

telephone number	single
height (ht.)	married
weight (wt.)	widowed
social security number	divorced
marital status	nationality

L2

Personal ID-2

male (M)	#
female (F)	no.
signature	
street	St.


L2
11

LEVEL 2

TOPIC: TELEPHONE

OBJECTIVES:
*1. Students will read sightwords related to telephone use, such as instructions on pay phones.
2. Given selected major headings, students will be able to locate the appropriate section in the Yellow Pages (using alphabetical order).

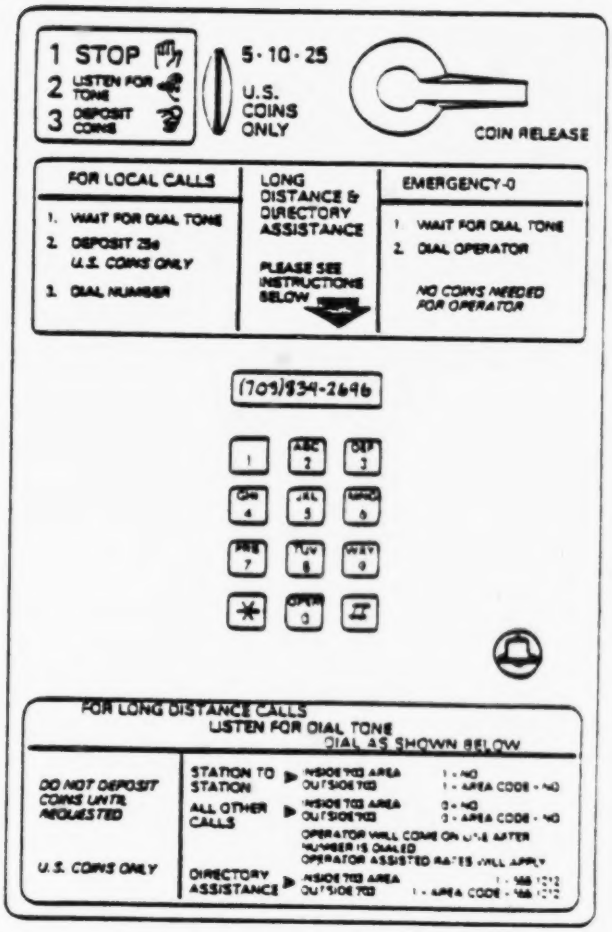
TEXTS:
Everyday English (Alemany) Book 1, TELEPHONE pp. 1-3
English for Adult Competency Book II, pp. 18-22

SUPPLEMENTAL MATERIALS:
Visuals for Everyday English (Alemany)
Yellow Pages
Teacher-made worksheet (see attached)

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Alphabetical Order
   a. Write 4 or 5 major headings from the Yellow Pages on the blackboard. Use headings that begin with different letters.
   b. Ask students to alphabetize them.
   c. Write a new heading on the board.
   d. Ask students to put it in the list, in alphabetical order.
3. Specific Technique - Yellow Pages
   a. Give students the Yellow Pages
   b. Ask them to find some particular heading. Time them. (Students may work in pairs.)
   c. Continue this activity with other headings.

PHONICS ITEM:

*Remember: This objective should be taught only after students have practiced telephone use orally.


1 STOP
2 LISTEN FOR TONE
3 DEPOSIT COINS
5 · 10 · 25
U.S. COINS ONLY
COIN RELEASE
FOR LOCAL CALLS
1. WAIT FOR DIAL TONE
2. DEPOSIT 25¢ U.S. COINS ONLY
3. DIAL NUMBER
LONG DISTANCE & DIRECTORY ASSISTANCE
PLEASE SEE INSTRUCTIONS BELOW
EMERGENCY-0
1. WAIT FOR DIAL TONE
2. DIAL OPERATOR
NO COINS NEEDED FOR OPERATOR
(703)834-2696
FOR LONG DISTANCE CALLS
LISTEN FOR DIAL TONE
DIAL AS SHOWN BELOW
DO NOT DEPOSIT COINS UNTIL REQUESTED
U.S. COINS ONLY
STATION TO STATION
ALL OTHER CALLS
DIRECTORY ASSISTANCE
INSIDE 703 AREA
OUTSIDE 703
1 + NO
1 + AREA CODE + NO
0 + NO
0 + AREA CODE + NO
OPERATOR WILL COME ON LINE AFTER NUMBER IS DIALED
OPERATOR ASSISTED RATES WILL APPLY
1 + 555 1212
1 + AREA CODE + 555 1212

L2

Telephone -1

long distance	a u t o m o b i l e
operator	plumbing
l o c a l	hotels
dial	p h y s i c i a n s
taxi	dentists

deposit

collect call

Telephone-2

LEVEL 2

TOPIC: CLASSROOM PROCEDURE AND SIGNS

OBJECTIVES:
1. Students will be able to read sightwords and symbols for signs commonly found in buildings (e.g. exit, men, women).
2. Students will be able to read and respond to classroom commands (often found in textbooks).

TEXTS:
Basic English for Adult Competency pp. 70-71
English Spoken Here: Getting Started, pp. 64
Entry to English Book 1
A New Start Literacy Workbook 2, pp. 60-64, 96-97

SUPPLEMENTAL MATERIALS:
Signs
Pictures of symbols (see attached sheet)
Textbooks/worksheets with simple directions

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
   a. All students have their own "pack" of sightword cards on desk top.
   b. One student holds up "symbol" picture.
   c. Students hold up correct sightword card.
3. Specific Technique - Total Physical Response
   a. Teacher holds up a sightword card which gives a particular command.
   b. Student(s) must act it out appropriately after reading the card. (e.g. Teacher holds up "Open" - students open book or door.)

PHONICS ITEM:

EXIT

CAUTION
WET
FLOOR

L1

Personal ID

NAME

NAME

NAME

Name

Name

Name

L2

Classroom Procedure-1

See Sightwords for Level 1-Classroom

begin	copy
start	danger
finish	caution
read	no smoking
write	enter

L2

Classroom Procedure-2

exit	out of order
push	information
pull	open
men	closed
women	in

push	
pull	
out	
down	
up	

L2

LEVEL 2

TOPIC: TIME/CALENDAR/WEATHER

OBJECTIVES:
1. Students will be able to read and record (i.e. write) clock time.
2. Students will be able to read and write months of the year and days of the week, including abbreviations.
3. Students will be able to read the names of the seasons and various basic weather terms (as found in weather reports).

TEXTS:
English for Adult Competency Book I, pp. 15, 19
English in Everyday Life Book 1, pp. 62-63, 69, 72-75
Impact Book 1, pp. 107-113
Basic Vocabulary Builder ("Calendar", "Time", "Seasons")
Number Book 2 - On Time (included in unabridged edition of Guideline)
Oxford Picture Dictionary, p. 70

SUPPLEMENTAL MATERIALS:
Clocks, watches
Calendar
Pictures illustrating different kinds of weather (from magazines or teacher drawn)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Cloze Exercises
3. Specific Technique - Show various clock times and have students write down clock time.
4. Specific Technique - Have students read days of week/months of year from calendar.
5. General Technique - Matching
   Use basic weather terms and visuals.
6. General Technique - Language Experience (LEA)
   Have students talk about the weather for that week (i.e. yesterday, today, tomorrow) or have students talk about the weather of particular seasons.

PHONICS ITEM:

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

L2

Time/Calendar/Weather-1

yesterday	fall
today	spring
icy	summer
tomorrow	winter
foggy	rainy

See Sightwords for L1 Time/Calendar

L2

Time/Calendar/Weather-2

snowy	cloudy
warm	windy
cool	sunny
hot	a.m.
cold	p.m.

L2

Time/Calendar/Weather-3

Jan.	Feb.
Aug.	Sept.
Oct.	Nov.
Dec.	Mar.

L2

Time/Calendar/Weather -4

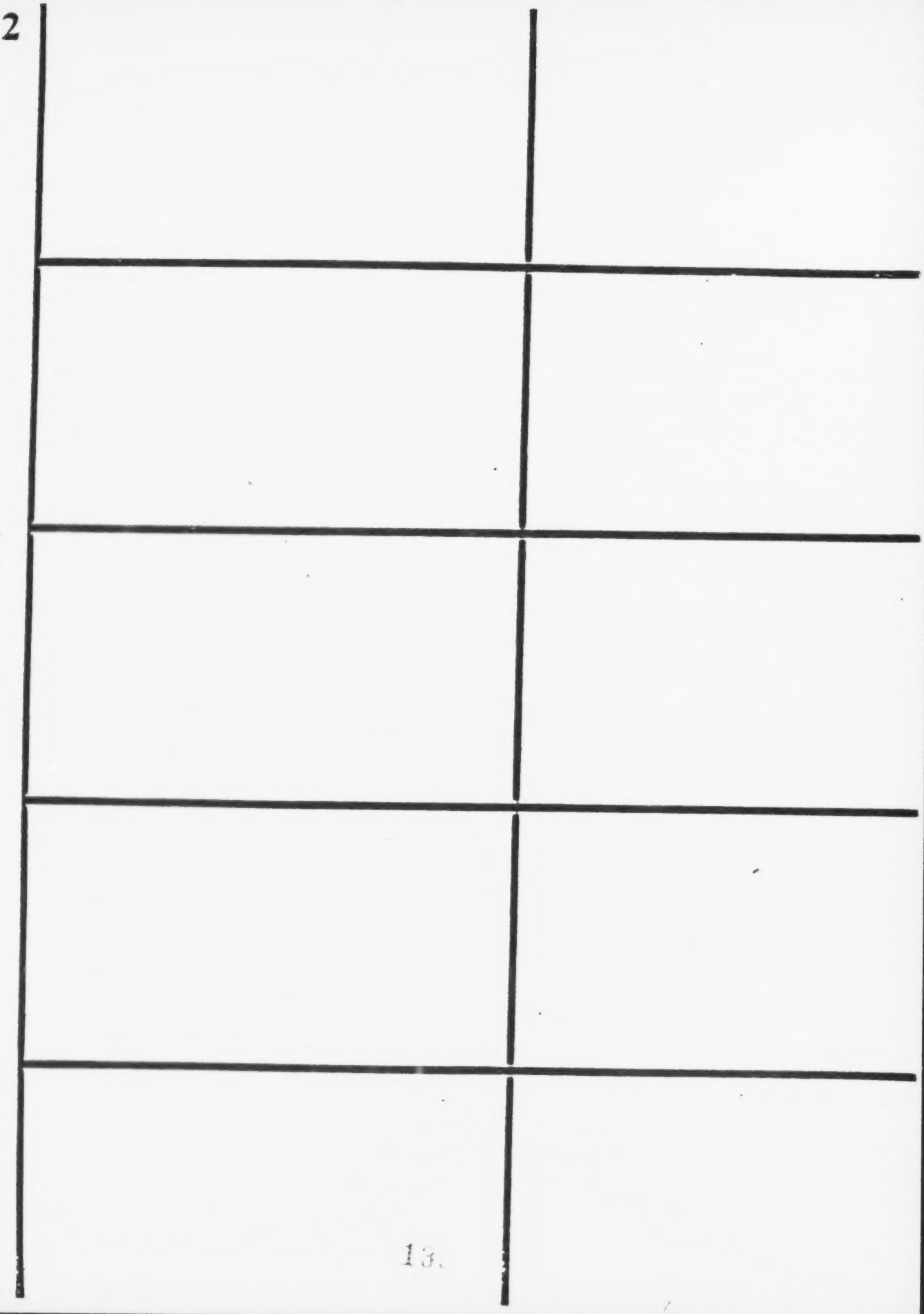
Apr.	Tues.
	Wed.
	Thurs.
Mon.	Fri.
Sat.	Sun.

L2

Food-2

meat	dairy
spinach	soup
cereal	corn flakes
fruit	poultry

L2



LEVEL 2

TOPIC: MONEY

OBJECTIVES:
1. Students will be able to read price tags and write prices from dictation.
2. Students will be able to write numbers (1-50) in words.
3. Students will fill out and sign checks.

TEXTS:
Before Book One pp. 11-16
English for Adult Competency Book I, p. 39, p. 144.
A New Start Literacy Workbook 1, pp. 29-42

SUPPLEMENTAL MATERIALS:
Real money
Play money
Sales tags and stickers
Register receipts

PROCEDURES:
1. General Technique - Sightwords (given with Level 1 sightwords)
2. General Technique - Dictation
   Read prices to students and have them write down the price in numbers. (You can also ask them to fill out a check with a price that is dictated.)
3. Specific Technique - Ads and Receipts
   a. Give students sample receipts or price lists from the newspaper ads.
   b. Ask students to read the prices of various items.
4. Specific Technique - Pass out sample check forms for students to fill in and sign (attached).

PHONICS ITEM:

NO. 129

19 00-6789/0000

PAY TO THE ORDER OF $

DOLLARS

THE BANK OF YOUR CITY
YOUR CITY, USA 12345

MEMO

⑆00006789⑆ 1234,5678⑈ SAMPLE VOID

94

_____ 19___ 68-7279/2560

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

PERPETUAL AMERICAN BANK
VIRGINIA, MARYLAND, WASHINGTON, D.C.

FOR _____

⑆256072798⑆ 0056268⑆ 0094

CHECK NO. _____ $ _____

DATE _____ 19___

TO _____

FOR _____

	DOLLARS	CENTS
BALANCE		
DEPOSIT		
DEPOSIT		
TOTAL		
AMT THIS CHECK		
BALANCE		

CHECK NUMBER _____

First National Bank
Arlington, Virginia

80-394
513

DATE _____ 19___

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

SPECIMEN

⑆0213-0264⑆

_____

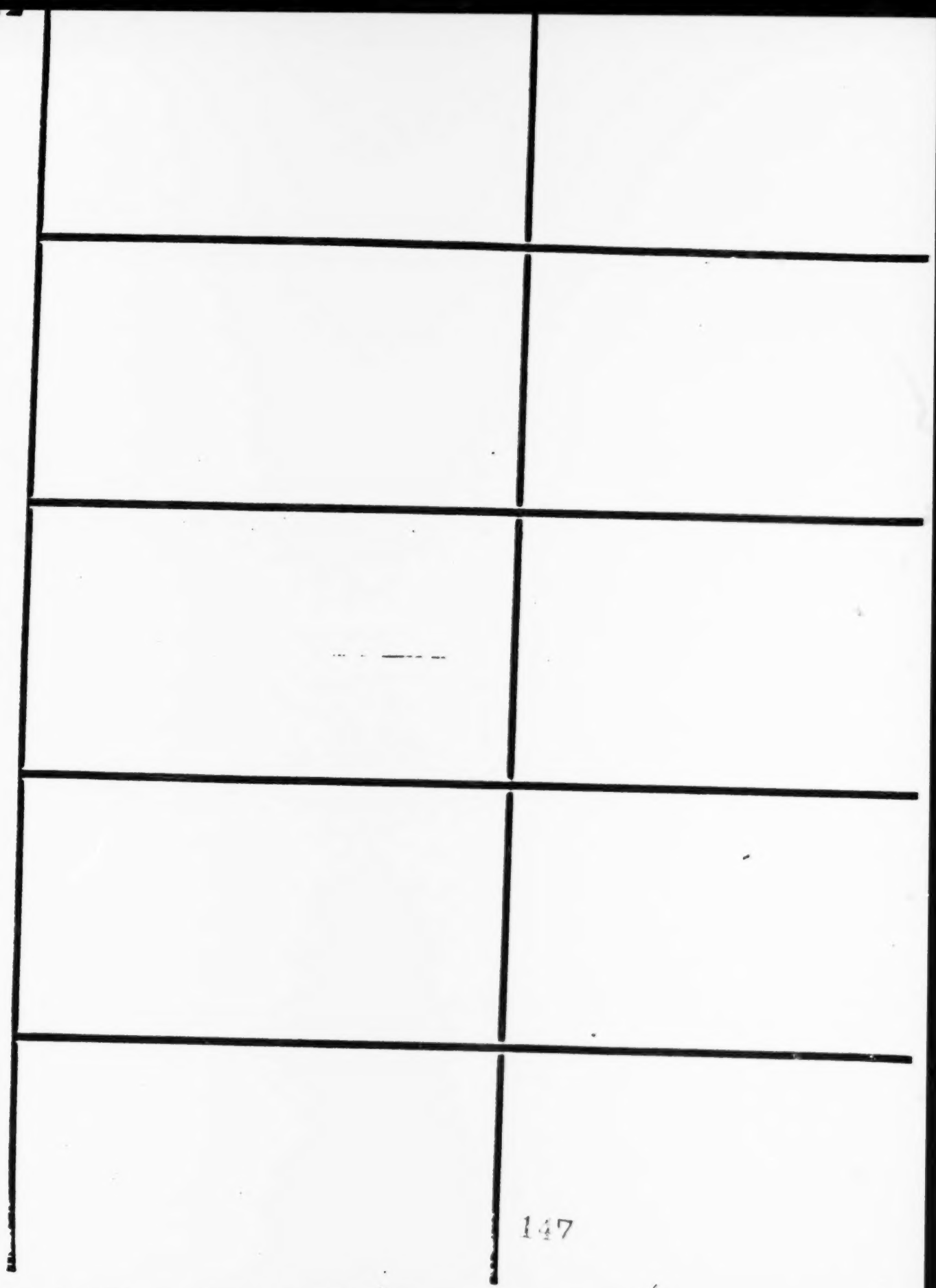
Money-1

one	six
two	seven
three	eight
four	nine
five	ten

L2

Money -2

eleven	twenty
twelve	thirty
thirteen	forty
fourteen	
fifteen	



LEVEL 2

TOPIC: FOOD

OBJECTIVES:
1. Students will be able to read names for different food groups from supermarkets.
2. Students will be able to read selected food labels.
3. Students will be able to find and read the quantity on food labels.

TEXTS:
English for Adult Competency Book I, pp. 32-38
English for Everyday Living Book 1, pp. 80-83
Lifelines Book 1, pp. 41-44
Everyday English (Alemany) Student Book 2A, FOOD, pp 1-25
Impact Book 1, pp. 47-53
Oxford Picture Dictionary, p. 20 (also see accompanying wall chart)

SUPPLEMENTAL MATERIALS:
Signs of food groups (teacher-made)
Newspaper ads
Pictures of food
Cans, boxes, cartons, jars, tubes, packages of different food items

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Containers/Quantities
   a. Teacher gives students various types of food containers.
   b. Students read the quantities listed on the containers.
3. Specific Technique - Food Group Names
   a. Place signs for food groups around the room.
   b. Have students place food or pictures of foods, food containers, and finally sightcards for food words in the corresponding food groups.
4. Specific Technique - Total Physical Response (TPR) - Reading Food Labels
   a. Teacher places several food containers/ jars at front of room.
   b. Teacher asks students to bring the spinach, or vegetable soup, etc.
   c. Students must read label to select the correct item.

PHONICS ITEM:

L2

Food-1

aisle	gram
produce	ounces (oz.)
liter (l.)	fish
supermarket	rice
lb.	bread

See Sightwords for L1 Food

L2

Food-2

meat	dairy
spinach	soup
cereal	corn flakes
fruit	poultry

L2

Food-1

aisle	gram
produce	ounces (oz.)
liter (l.)	fish
supermarket	rice
lb.	bread

See Sightwords for L1 Food

LEVEL 2

TOPIC: CLOTHING

OBJECTIVES:
1. Students will be able to read signs for common clothing items.
2. Students will be able to read price tags.
3. Students will show an understanding of care instructions found on clothing labels.

TEXTS:
English for Adult Competency Book I, pp. 109-110, 115-116
English for Everyday Living Book 1, pp. 86-89
Impact Book 1, pp. 63-69
Everyday English (Alemany) Book 1, CLOTHES pp. 11, 14

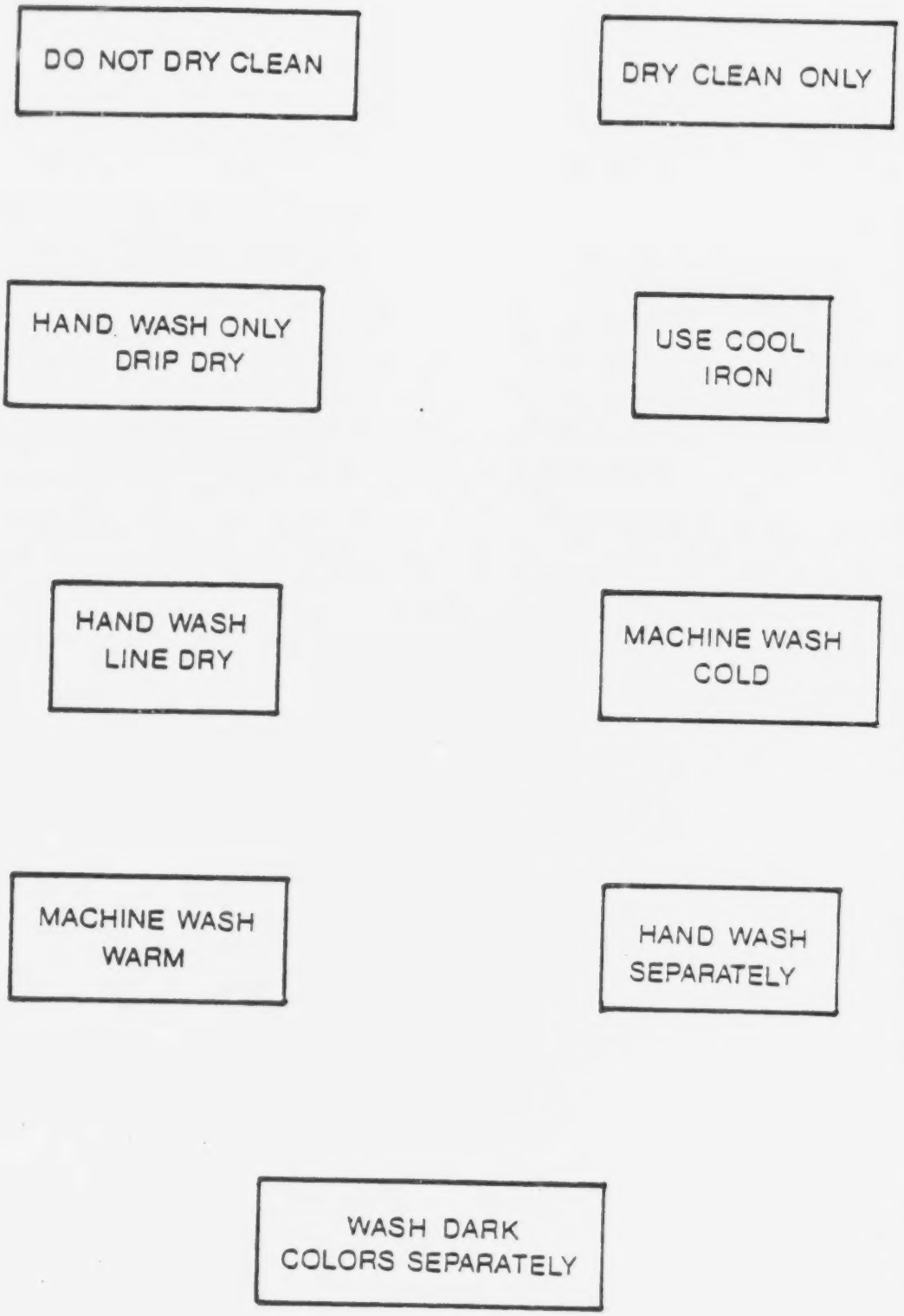
SUPPLEMENTAL MATERIALS:
Items of clothing
Ads form local stores
Price tags/stickers
Clothing labels and washing instructions (see attached sample)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
   Match items of clothing with the "departments" they belong in.
3. Specific Technique - Price Tags
   a. Teacher gives students various price tags.
   b. Students identify size and price.
4. Specific Technique
   a. Teacher hands out ads from newspaper or local stores dealing with clothing.
   b. Teacher writes words for clothing on board.
   c. Students locate these words in their ads and circle them.
5. Specific Technique - Labels
   a. Teacher holds up article of clothing/ visual and gives oral care instructions (i.e. "You should not wash this. Send it to the cleaners.")
   b. Students must find appropriate "label" - see attached sample.

PHONICS ITEM:

L2

Clothing


DO NOT DRY CLEAN
DRY CLEAN ONLY
HAND WASH ONLY
DRIP DRY
USE COOL
IRON
HAND WASH
LINE DRY
MACHINE WASH
COLD
MACHINE WASH
WARM
HAND WASH
SEPARATELY
WASH DARK
COLORS SEPARATELY

L2

Clothing - 1

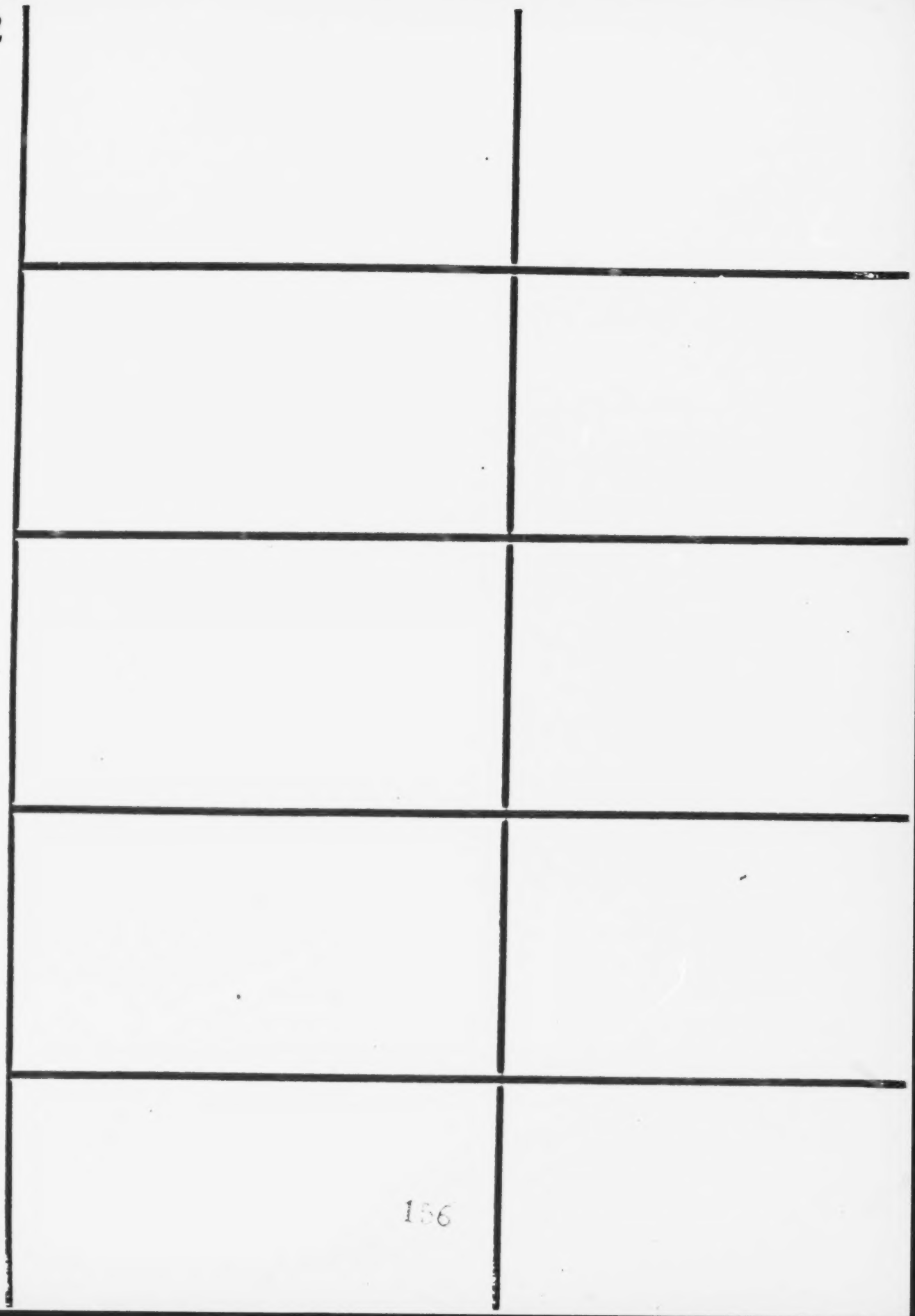
children's clothing	lingerie
dresses	s h e e t
g l a s s e s	b l a n k e t
suits	t o w e l
coats	linens

See Sightwords for L1 Clothing

E2

Clothing-2

sportswear	
accessories	
gloves	
belts	
shoes	



LEVEL 2

TOPIC: TRANSPORTATION

OBJECTIVES:
*1. Students will be able to read various traffic signs and symbols, especially those related to driving.
2. Students will be able to read simple schedules. (See Level 1 Transportation.)

TEXTS:
English for Adult Competency Book I, pp. 76-77
English for Adult Competency Book II, pp. 81, 87, 89, 93
English in Everyday Life Book 1, pp. 111-113, 105-107, 108, 109-110
Lifelines Book 1, pp. 33-34

SUPPLEMENTAL MATERIALS:
Traffic signs
Pictures of traffic signs (see attachments for Transportation, Level 1)
Traffic symbols used for driving test
Local bus schedules

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching

PHONICS ITEM:

*Note: Only pursue this objective if students drive or are trying to prepare to pass the driver's test.

L2

Transportation

See Sightwords for L1 Transportation

bus stop	slow
no left turn	
toll	
interstate	
No Parking	

L2

LEVEL 2

TOPIC: PARTS OF THE BODY/HEALTH EMERGENCIES

OBJECTIVES:
1. Students will read the names for the parts of the body when shown a labelled diagram of the body.
2. Students will read over-the-counter drug labels for important information such as product and dosage.
3. Students will be able to locate and read the emergency numbers for the local police and fire departments, poison control center, as well as the ambulance or hospital emergency numbers. (See front page of phone book.)

TEXTS:
English for Adult Competency Book I, pp. 53-56 60-64
English in Everyday Life Book 1, pp. 131-132, 138-139
Basic Vocabulary Builder ("Parts of the Body", "Health")
Everyday English (Alemany) Book 2B, HEALTH pp. 3-4
A New Start Literacy Workbook 2, pp. 65-73

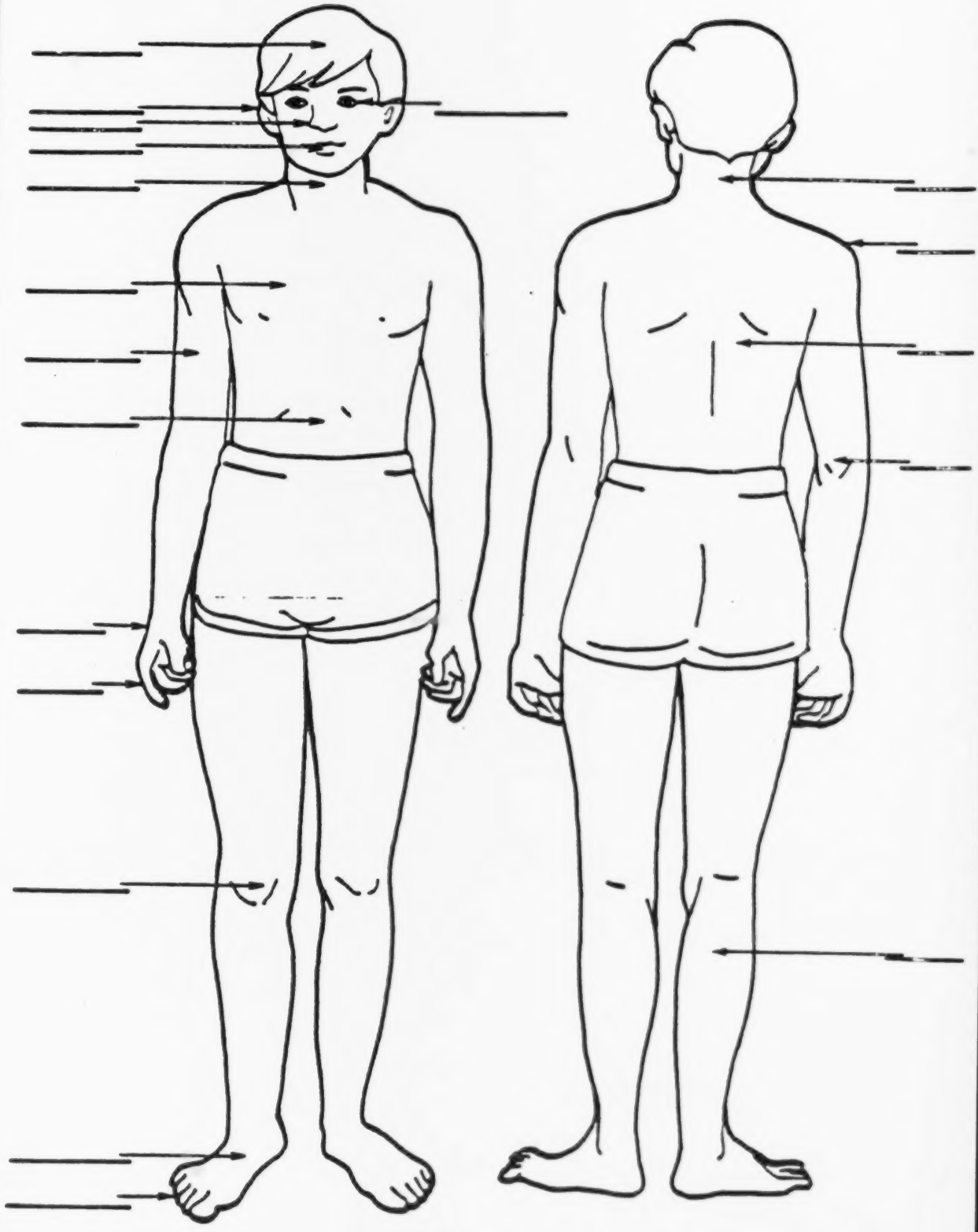
SUPPLEMENTAL MATERIALS:
Over-the-counter drug packages
Diagram of the body (See attachments to Health, Level 1)
Telephone book for locating emergency numbers

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. Specific Technique - Drugs
   See attached sample worksheet for matching over-the-counter drug packages with sightwords.
4. Specific Technique - Finding Emergency Numbers
   Hand out telephone books and ask students to find various emergency numbers.
   (Teacher or aide should provide local ambulance and hospital numbers for students to write down and keep.)

PHONICS ITEM:

L2

Parts Body/Health Emergencies



L2

Body/Health-2

hospital	tablet
clinic	adult
ambulance	topical ointment
emergency	police
fire dept.	

See Sightwords for L1 Health

DIRECTIONS for ADULTS

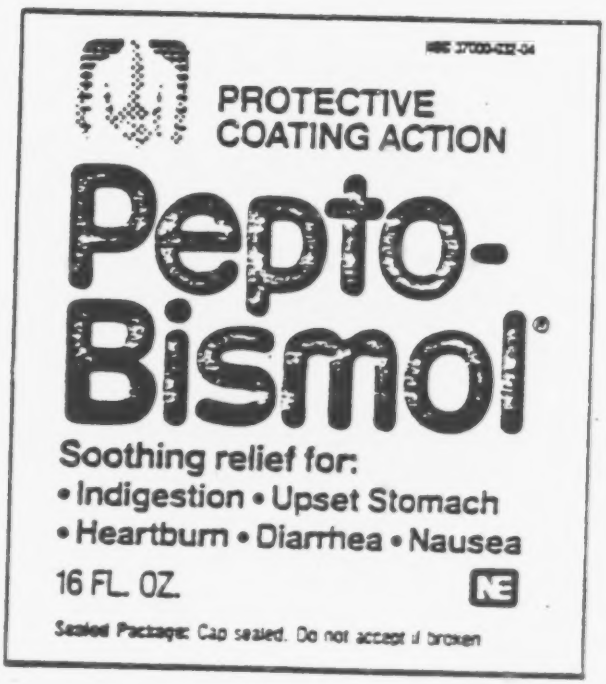
HEADACHES...Take 1 or 2 tablets with a glass of water every 4 hours, as necessary, up to 12 tablets a day.

COLDS-FLU... To relieve painful discomforts and reduce the fever, take 1 or 2 tablets with a glass of water (or fruit juice) every 4 hours, as necessary, up to 12 tablets a day.

PAIN...Take 1 or 2 tablets with a glass of water every 4 hours, as necessary, up to 12 tablets a day.

ADULTS: 2 tablets every 4 hours, not to exceed 12 tablets in 24 hours.

Do not give to children under 6.



DIRECTIONS
SHAKE WELL BEFORE USING

Adults...2 tablespoonfuls

Children...according to age:

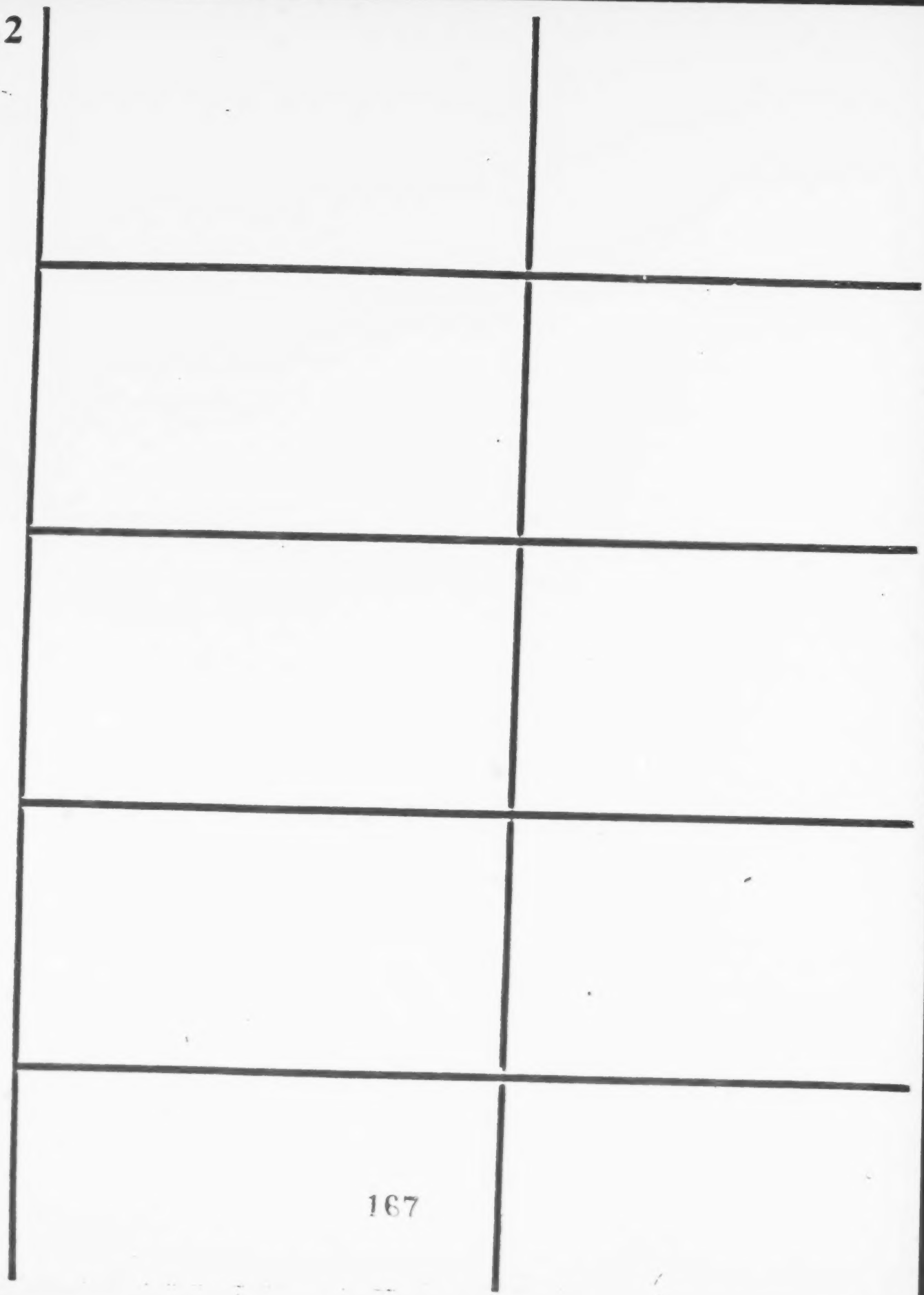
9 to 12 years - 1 tablespoonful

6 to 9 years - 2 teaspoonful

3 to 6 years - 1 teaspoonful

For children under 3 years, consult a physician.

1 aspirin
2 cold medicine
3 adhesive tape
4 Band-aids
5 ointment
6 laxative
7 antacid
8 cough medicine
9 heating pad
10 thermome



LEVEL 2

TOPIC: OCCUPATIONS

OBJECTIVES:
1. Students will be able to read the names of entry-level jobs/occupations as found in the want ads/classifieds.
2. Students will read and fill in information on a simple job application form.

TEXTS:
English for Adult Competency Book I, pp. 128-29, 135
English for Everyday Living Book 1, pp. 116-118, 120-122
English That Works Book 1, pp. 67-83

SUPPLEMENTAL MATERIALS: Visuals from English That Works Book 1 (for identifying jobs)
*Sample job application forms (samples attached)

PROCEDURES:
1. General Techniques - Sightwords
2. General Techniques - Matching
   Students match words for jobs/occupations with visuals of the jobs.
3. Specific Techniques - Alphabetical Order
   a. Write 4-5 jobs/occupations on board.
   b. Give out sheet of simplified want ads (which are in alphabetical order).
   c. Ask students to find and circle ads for particular occupations.
4. Specific Technique - Job Applications
   Have students fill out simplified job applications. (See attached sample.) Before doing this, be sure to teach the sightwords for occupations of students which are not otherwise covered in this lesson.

PHONICS ITEM:

*The sample forms attached will probably prove too difficult for most of the students. However, they should fill out what they can. The teacher should familiarize them with the unfamiliar parts.

APPLICATION FORM

Name _____ Telephone _____

Address _____ Social security no. _____

_____ Date of birth _____

Citizen of U.S.A. _____

Position applied for: _____

Salary expected _____ Date ready to start _____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ PHONE NO. _____
Last First Middle

PRESENT ADDRESS _____
Street City State

PERMANENT ADDRESS _____
Street City State

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EMPLOYMENT HISTORY: List in order with LAST employer first. Account for last 10 years worked.

1. FROM Month	FROM Year	TO Month	TO Year	JOB TITLE	SUPERVISOR'S NAME	SALARY Starting	SALARY Last

COMPANY	LOCATION	REASON FOR LEAVING

DESCRIPTION OF DUTIES (Indicate significant responsibilities, accomplishments, and contributions).

2. FROM Month	FROM Year	TO Month	TO Year	JOB TITLE	SUPERVISOR'S NAME	SALARY Starting	SALARY Last

COMPANY	LOCATION	REASON FOR LEAVING

DESCRIPTION OF DUTIES (Indicate significant responsibilities, accomplishments, and contributions).

Dart Drug Corporation is an equal opportunity employer.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

NAME (Last) (First) (Initial)

ADDRESS (City) (State) (Zip)

HOME TELEPHONE WORK TELEPHONE SOCIAL SECURITY NUMBER

EMPLOYMENT INFORMATION

POSITION DESIRED

Full time [ ]
Part time [ ]

DATE AVAILABLE FOR WORK

LIST TIME AVAILABLE FOR WORK:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From	From	From	From	From	From	From
To	To	To	To	To	To	To

Have you ever been employed by [ ] or applied to [ ] the Dart Drug Corporation before?

If so, please list location(s) and date(s):

Are you under 21? [ ] No [ ] Yes If yes, what is your date of birth?

If you are not a U.S. citizen, are you legally eligible for employment in the U.S.? [ ] Yes [ ] No

What type of visa do you have? I-151 # I-94 # Issue Date

L2

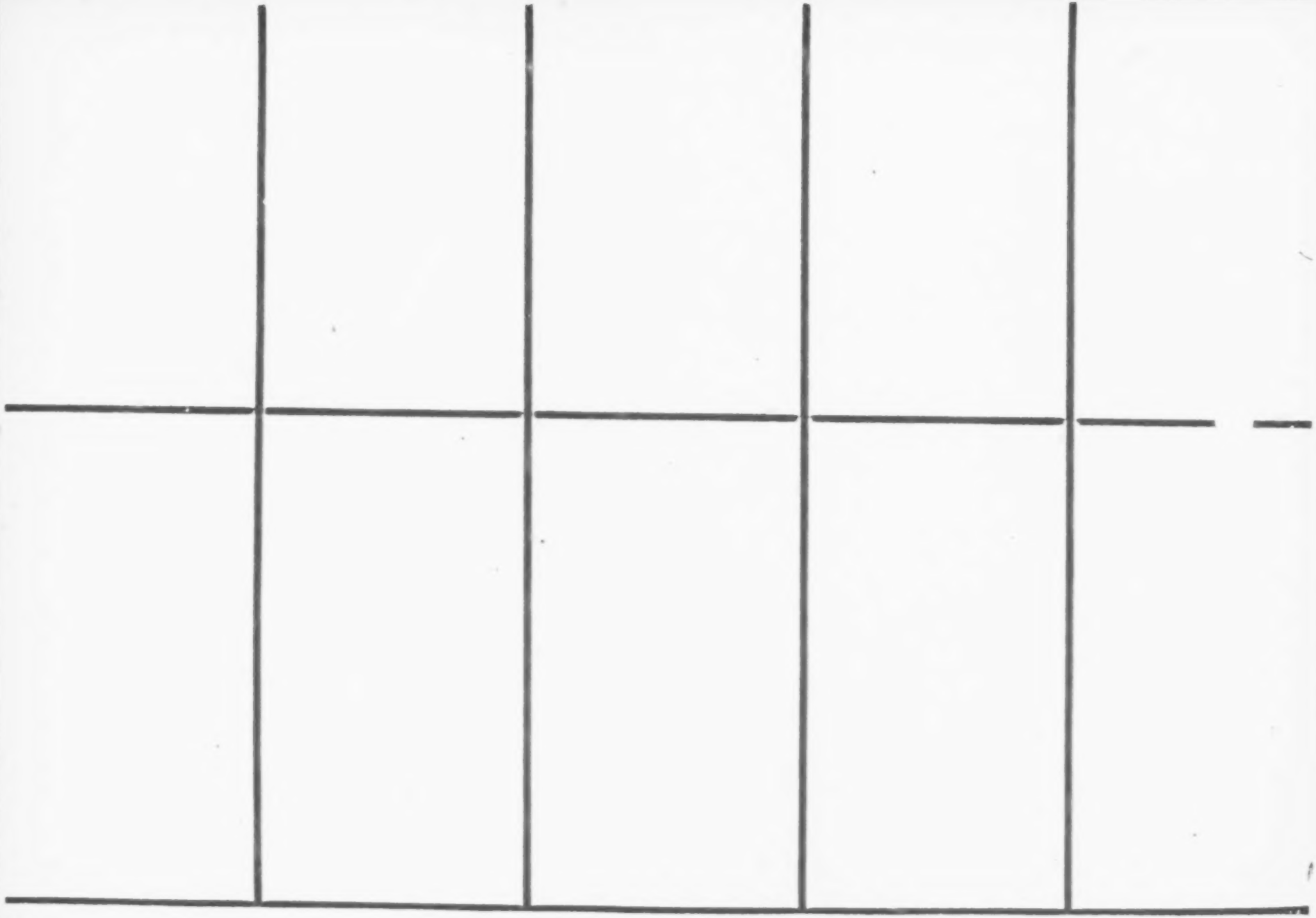
Occupations-1

work	references
employment	education
job	application
help wanted	waiter
classifieds	mechanic

L2

Occupations-2

busboy	dishwasher
housekeeper	typist
	delivery man
	cashier
janitor	child care



L2

Occupations - 3

Teacher fills in with occupations of students

LEVEL 2

TOPIC: EMPLOYMENT: WANT ADS

OBJECTIVES:
1. Students will be able to locate major sections of the newspaper, particularly the classifieds.
2. Students will be able to read and demonstrate understanding of standard abbreviations and common terms used in want ads.

TEXTS:
English for Adult Competency Book I, p. 125
English for Adult Competency Book II, p. 135
English for Everyday Living Book 2, p. 88
English That Works Book 1, pp. 168-170, 186, 198

SUPPLEMENTAL MATERIALS:
Newspapers
Teacher-made simplified ads for jobs
Want ads from smaller publications, such as community weeklies

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Locating Section of the Newspaper
   a. Pass out newspapers to each student or group of students.
   b. Show students sightword for a specific section of the newspaper.
   c. Students actually locate that section in their newspaper.
   d. Repeat with different sections of the paper.
3. Specific Technique - Locating Jobs
   a. Have students read classified ads to locate and circle specific job titles, hours of work, days of week, qualifications, etc.

PHONICS ITEM:

DOMESTIC HELP

ALEXANDRIA Urdu speaking F housekeeper. Live-in. To provide quranic teaching to housewife/children. 922-6255.

ARLINGTON Every other Mon. Non-smoker. Own trans. $45/day. 3 Refs. 522-3424.

ARLINGTON Needed 1 day/wk for general housework. English speaking & references req. 243-7293 7-9 pm.

BUSY LOVING HOUSEHOLD needs live-in housekeeper. Tues-Sat. exper & refer. req. Rockville near metro. 251-0684

CARE GIVERS for infants & toddlers in child care ctr. Fairfax City area. PT/FT. Will train. Immed. openings. 273-0806

COMPANION/HOUSE-KEEPER Live-in. Looking for reliable person to assist emphysema patient. Non-smkr. English speaking. General housekeeping, cooking, shopping, errands, etc. Car necessary. Call 356-4320.

DOMESTIC LIVE-IN Cooking, cleaning, ironing, care of employer & 2 children. $3.35/hr. Free rm & bd. 40/hr wk. Some OT. M-F. Verifiable refs. English speaking, non-smoker. Call 7 - 9pm 356-8368

CHILD CARE WANTED

ALEXANDRIA Care for infant. 3 days a week. Non smoker. Exper and ref req. 751-5349

ANNANDALE Loving care in our home for 4 mo. & 4 yr. old. Live-in or 8-6 Mon-Fri. Must have car. Refs. 698-1707

ARLINGTON in my home. 7 am-5:30pm weekdays. Eng. speaking. Light housework, ref's. & own trans. 528-6738

ARLINGTON North (Westover area). 2 girls, ages 5½, 1½, in my home. Mon-Th. 8-4. $4/hr. 533-0492 aft 4 pm.

ARLINGTON TLC needed 2 days per week, for infant, my home. Eng. spkng, non-smkr, refer req. Call 931-4339

ARL N. Childcare needed in my home infant & 3 yr old. 2-5 daily, excel salary. 522-7056

ARL N. F/T babysitter to care for infant in childs home. Mon-Fri, 8:30-4:30. Must be Eng. spkng, non-smkr. Refer req. Call 237-5328 aft 5pm or wknds

ASPEN HILL sitter needed near Wheaton Woods Elementary. Mon-Fri 6:30-4:30. Good pay. 946-1733 after 5pm

BURKE Care for 12 month old & LHW; Mon-Fri, 7:30-6:00. English speaking. Experience & references. 250-5846 eves.

BURKE FT childcare in my home, non-smkr, Eng spkg, own trans. Call 250-8102.

HELP WANTED FULL TIME

ANIMAL CARETAKER

Modern, active, in-town boarding kennel seeks animal lovers. Will train. Flexible hours. Salary open. Locations in Rockville & Fairfax. Call 983-1156 btwn 9-11am & 7-10pm

HELP WANTED FULL TIME

CARPENTER'S APPRENTICE Top salary year-round work 455-6656

CARPENTERS, HELPERS, LABORERS. For residential framing in Fairfax City. Trans. tools & reliability a must. Will train. 691-7900.

CARPENTERS HELPER Some exper preferred. Good starting wages, room for advancement. Transportation required. Year round employment. Call 631-8950.

CARPENTER & HELPER Full-time. Must have transp & tools for work in Fairfax, Reston & Springfield. Call 281-7050

CARPENTER Year round. Exper. & own trans. Salary plus bonus & benefits. Call (301) 428-3190.

CLEANING Carpets, floors, furn., fire restoration. Fairfax. Call 573-2650

CLERICAL ENTRY LEVEL

General office duties, answering phones, filing, need energetic high school graduate. Fairfax, Va location Call Joy or Susan at 573-9500

CLERICAL

GENERAL OFFICE CLERK

Typing skills of 30-45 wpm, good math. Previous CRT experience helpful but not necessary. Available hrs are 7:45am-3pm or 8:45am-4pm. Call 495-0435. Wheaton, MD location. ECE

CLERICAL Large wholesale Glass Co. requires person for full time job. Basic computer keyboard knowledge an SM-34 helpful. Springfield-Franconia area. 971-7900.

COOK wanted, 4 p.m.- 7 p.m., 4 eves/week. English speaking. Salary negotiable. 684-9211

DELIVERY

No. Va. resident, permanent position, every other Thursday, day work, own vehicle. Call 292-4070

DRIVER

Full time. Sterling, Va. Delivries in metropolitan area. Sterling salary $4.50 Call Mrs. Camp 478-0780

DRIVERS NEEDED

With motor car rental co. Full time/part time. Flexible hours. Call 471-6107

DRIVER/WAREHOUSE

Various duties in No. Va. warehouse and deliveries in Metro area. Call 392-2233.

LOT ATTENDANT - CAR PORTER Must have good driving record. Apply in person at Four Oaks Dodge 10407 Lee Hwy, Fairfax, Va. 385-3500

MAILROOM/XEROX OPERATOR

Full time/N. Rockville. Varied duties include mail & shipping, Xeroxing, some heavy lifting. 35 hour week, good benefits. $5.50 plus per hour Call Gladys Harris 948-9628

HELP WANTED FULL TIME

NURSE

For medical internist located nr Dupont Circle. Th hrs Mon-Fri. Good benefits. Contact Head Nurse, 785-2400.

NURSES AIDES

Applications being accepted at Greater Laurel Nursing Home, Laurel, Md. 3-11pm shift. For interview please contact Personnel Office between 9am-5pm. Local 953-7980; or Baltimore 792-4717

OFFICE WORK/ JR. SECRETARY:

For general office work, light typing, data entry. For remodeling contractor-Falls Church. Call Claudia 532-2028

PAINTERS & HELPERS

Exper necessary. Transportation mandatory. Work in No. Va. Call 241-5878, 9-5

PLANT PERSON

Three hours on Thursdays in Rosslyn. $48/month. Clean plants, earn cash. 765-1825.

PLUMBERS & HELPERS

Garvey Plumbing & Heating Inc. is accepting applications for plumbers & helpers. Work for a well established company that offers top wages & excellent benefits. Don't miss this opportunity to become part of a winning team! Call Garvey Plumbing & Heating Inc. to schedule an interview 821-4420. ECE

SEAMSTRESSES NEEDED for simple but fast, straight sewing. Work in your own home. Jeannette, 320-5135.

SECRETARY

Office Management

Public Relations

Small non-profit educational organization. Min. 20 hour week. Excellent re-entry. Keyed to school hours.

466-3633

SECRETARY/RECEPT

Church in Falls Church area. 25-30 hours per week. Typing & general office skills required. $8 an hour. Call 560-5275

TYPIST/GENERAL OFFICE

College Park CPA firm has opening for Typist with general office experience. Permanent position. 345-7010

WAREHOUSE PERSON PT Mon.-Fri., 1-5pm. Beltsville, Md. 982-0233 to set up appt.

WAREHOUSE PERSON

DC area transport company seeking responsible warehouse personnel for their Chantilly & Fairfax locations. Experience handling fine furniture a plus. Call 631-6585

WAREHOUSE WORKER For large wholesale glass distributor Alex, Va. 971-7900 ECE

L2

Employment: Want Ads-1

business	classified
sports	full-time ft
entertainment	part-time pt
food	temporary temp.
world news	experienced exp.

L2

Employment : Want Ads-2

job duties	apply
nec.	refs.
salary (sal.)	previous prev.
pref.	req.
wkly.	benefits

L3

Community Resources
Public Schools-2

school	excuse
parent	permission
guardian	PTA
sponsor	meet
field trip	have

L3

Community Resources: Public Schools - 1

junior high	librarian
senior high	custodian
elementary	teacher
principal	counselor
guidance	homework

_____ has my permission
(name of student)
to go on a field trip to _____
(place)
_____ on _____
(date)
He will leave at _____ and return at
(time)
_____.
(time)
I understand that if anything happens, I release the school from all responsibility.

_____
(signature of parent or guardian)

_____
(date)

Oct. 1, 1987

Dear Parent/Guardian,

The PTA is sponsoring a back-to-school night at Wilson High School on Tuesday, Oct. 10 at 7:00 p.m. On that evening you will be able to meet and talk with your children's teachers.

Ann Smith, President
Wilson High School
PTA

Date _____

Dear _____,

Please excuse _____ for being

absent from school on _____.
(day and/or date)

He/She had _____.

e.g. { a cold
the flu
a fever
a doctor's appt.
a family emergency }

Signature _____

LEVEL 3

TOPIC: COMMUNITY RESOURCES: PUBLIC SCHOOLS

OBJECTIVES:
1. Students will understand the basic divisions of the American public school system (e.g. Elementary, etc.), and be able to read related sightwords.
2. Students will be able to write the titles of principal employees of public schools.
*3. Students will understand and be able to follow a form for a note of absence for their children from school.
4. Students will be able to understand common school notices sent home (e.g. field trip notice, PTA meetings, etc.).

TEXTS:
Everyday English (Alemany) Book 2A, SCHOOLS & COMMUNITY SERVICES pp. 23, 57; 9-11; 20-21
English in Everyday Life Book I, pp. 9, 10-12
English for Adult Competency Book II, p. 166

SUPPLEMENTAL MATERIALS: Teacher-made notices (see attached samples)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Content Questions
Use sample notice and forms as "text."
3. Specific Technique - Note of Absence
   a. Have students fill out standard form for absence for a child (sample attached).
4. Specific Technique - Reading Notices
   a. Divide the students in pairs, and give each pair a different school-related notice. Be sure the notice is simple.
   b. Ask students to read the notice, and then pose the following questions:
   -What is the notice about? (e.g. meeting, field trip, change in schedule)
   -When? (is the meeting, trip, change, (date) etc.)
   -What time?

PHONICS ITEM:

*This objective includes making the students aware of what is an acceptable excuse for absence from school.

L3

L3

Transportation

fare	exact chang
reservation	leaves (lv.)
arrival (ar.)	
departure (dep)	one-way
round trip	excursion

Call
1-800-USA-RAIL
for reservations and information

Amtrak

Northeast Corridor Business Service Northbound

Effective October 27 1985

Amtrak

Train No	Frequency	DP Washington	Baltimore	Wilmington	Phila 30th St	Metro Park (D)	Newark (D)	AR New York	AR New Haven
866	Daily	10 30 p	11 15 p		Executive Sleeper Service			(8 00 a) [20]	
O 100	[1] Ex Sa Su	6 00 a •	6 35 a	7 21 a	7 41 a		8 42 a	8 55 a	
O 102	[1] Ex Sa Su	7 00 a •	7 35 a	8 21 a	8 41 a		9 42 a	9 55 a	
O 104	[7] Ex Su	8 00 a •	8 35 a	9 21 a	9 41 a		10 42 a	10 55 a	
O 282	[7] Ex Sa Su	9 00 a	9 32 a	10 17 a	10 37 a		11 36 a	11 49 a	
O 288	[4] Ex Sa Su	12 00 n	12 32 p	1 17 p	1 37 p		2 36 p	2 49 p	
O 296	[10] Su Only	12 00 n	12 32 p	1 17 p	1 37 p		2 36 p	2 49 p	△ 4 35 p
O 114	[5] Ex Sa Su	1 00 p	1 32 p	2 18 p	2 38 p	3 27 p	3 42 p	3 55 p	
O 116	[6] Ex Sa	2 00 p	2 32 p	3 18 p	3 38 p	4 27 p	4 42 p	4 55 p	
O 290	[11] Ex Sa Su	2 55 p	3 27 p	4 12 p	4 32 p		5 31 p	5 44 p	
O 284	[12] Su Only	2 55 p	3 27 p	4 12 p	4 32 p		5 31 p	5 44 p	△ 7 37 p
O 120	[6] Ex Sa	4 00 p	4 32 p	5 18 p	5 38 p	6 27 p	6 42 p	6 55 p	
O 122	[7] Ex Sa	5 00 p	5 32 p	6 18 p	6 38 p ★		7 42 p	7 55 p	
O 124	[8] Ex Sa Su	6 00 p	6 32 p	7 18 p	7 38 p	8 27 p	8 42 p	8 55 p	
O 126	[9] Fr Su Only	7 00 p	7 35 p	8 21 p	8 41 p	9 30 p	9 45 p	9 59 p	
866	Daily	10 30 p	11 15 p		Executive Sleeper Service			(8 00 a) [20]	

• Train stops at Washington, Baltimore, Wilmington, Philadelphia, Metro Park, Newark, New York and New Haven.
★ Train stops at Wilmington, Philadelphia, Metro Park, Newark, New York and New Haven.
△ Train stops at New Carrollton, Washington, Baltimore, Wilmington, Philadelphia, Metro Park, Newark, New York and New Haven.
O Train operates with Observation Lounge Car.
[1] Stops only to receive passengers.
[20] Stops only to discharge passengers.

LEVEL 3

TOPIC: TRANSPORTATION

OBJECTIVES:
1. Students will be able to read bus/train schedules and record (i.e. write) pertinent information, such as destinations, times, and fares.

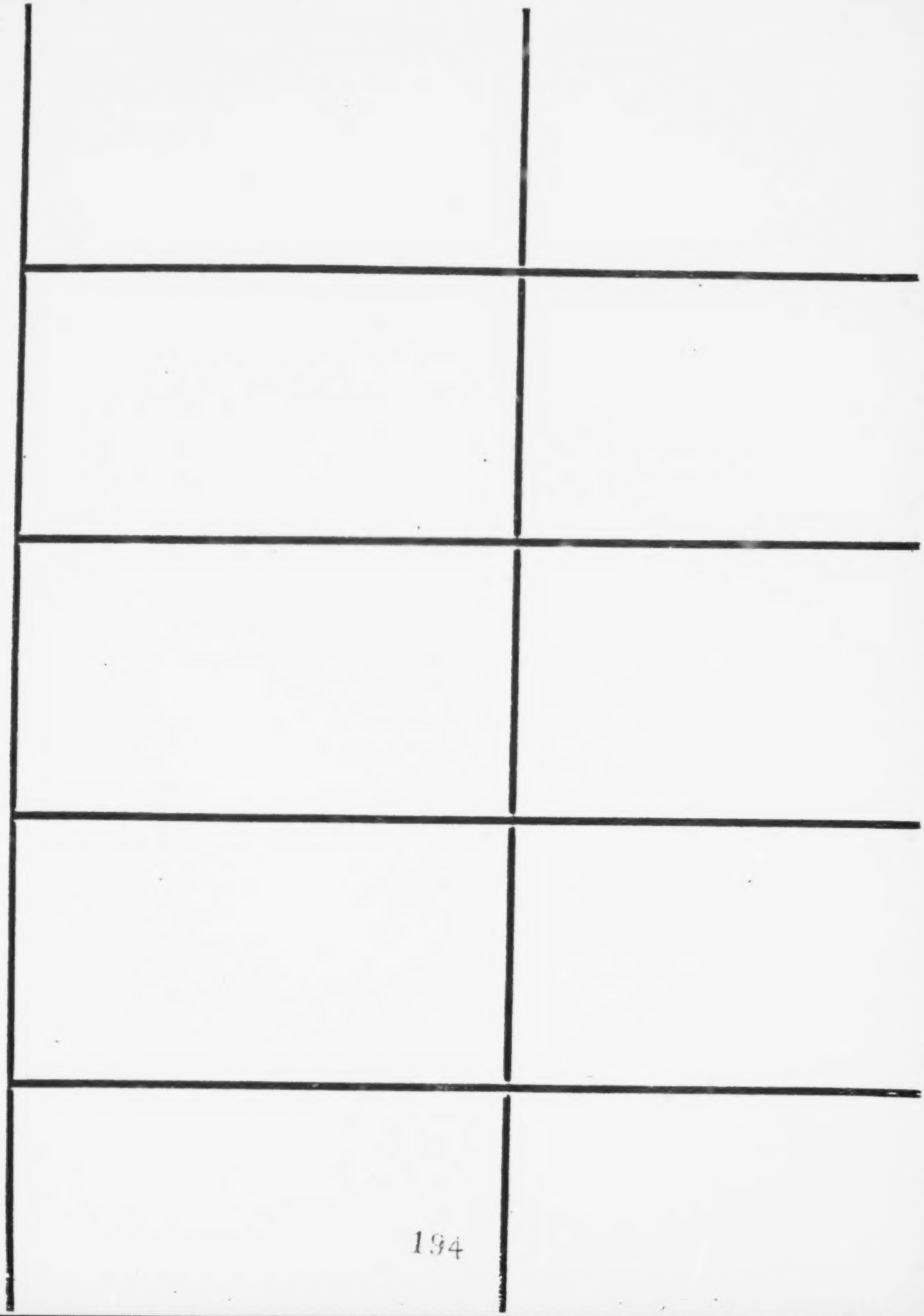
TEXTS:
Lifelines Book 2, pp. 31-33, 35-38
English for Adult Competency Book II, pp. 79-81
English That Works Book 2, pp. 43-45, 48-50, 52, 65, 71, 73-74

SUPPLEMENTAL MATERIALS:
Local bus and train schedules
Long distance bus and trains schedules

PROCEDURES:
1. General Technique - Sightwords
2. Specific Techniques - Reading Schedules
   a. Teacher gives each student (or pair of students) the same bus/train schedule.
   b. Teacher poses question based on schedule. E.g. "When does the 5:00 train from Washington arrive in New York?"
   c. Students must respond to question in writing.
   OR
   b. Teacher describes a specific scenario. E.g. "You want to go to Richmond on Thursday morning. You need to arrive before noon, and want to return by 7 p.m. Which trains will you take? How much will you pay?" etc.
   c. Students must respond in writing.
3. Specific Technique - Role-Play
   a. Give one student a (local) bus/train schedule. This student "works at the information desk."
   b. Have other students ask for information.
   c. Student at "information desk" must respond.
   d. Student who asked question must write down appropriate information.

PHONICS ITEM:

L3



L3

Interpreting Charts and Maps -2

half	turn
in the middle	go back
street	go

L3

Interpreting Charts and Maps - 1

block	across
corner	same side
up	other side
down	straight ahea
right	left

See Sightwords for L1 Transportation

Bar Graph

Nationalities	Number

0 2 4 6 8 10 12 14 16 or more

By.

Date.

LEVEL 3

TOPIC: INTERPRETING CHARTS AND MAPS/FOLLOWING DIRECTIONS, P. 2

3. Specific Technique - Maps
   a. Teacher hands out simple street maps to groups of students and tapes copy of the same map to board. (An overhead can also be used.)
   b. Using map at the front of the room, teacher demonstrates how to use cross streets to find a particular location, e.g. the school.
   c. Teacher asks students to find other locations.

PHONICS ITEM:

LEVEL 3

TOPIC: INTERPRETING CHARTS AND MAPS/FOLLOWING DIRECTIONS

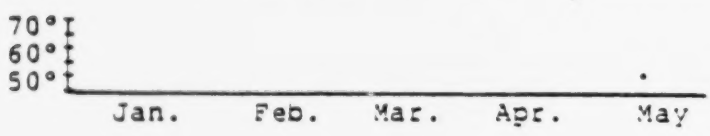
OBJECTIVES:
1. Students will be able to read simple charts of age/temperature and show understanding by providing specific information when it is solicited.
*2. Students will be able to both give and receive written directions based on simple street maps.

TEXTS:
<u>English That Works</u> Book 1, pp. 115-117, 122-123, 126-127
<u>English for Adult Competency</u> Book II, pp. 168-69
<u>Lifelines</u> Book 1, pp. 71-74

SUPPLEMENTAL MATERIALS: Teacher-made chart of the temperature for one year
Simplified maps of the local area

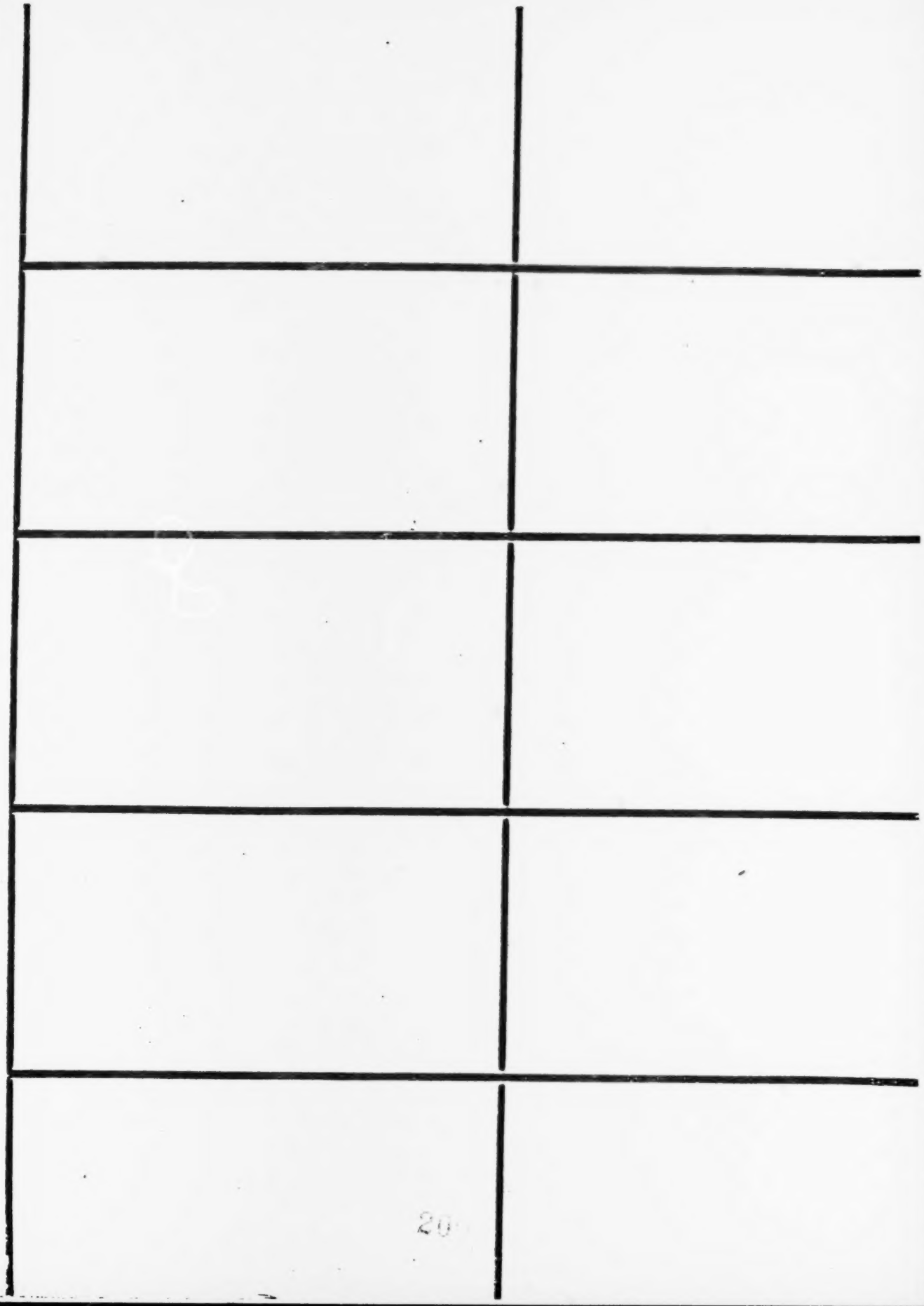
PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Charts
   a. Teacher should construct a graph or chart such as the one that follows.
   b. Hand out copies to the class.
   c. Using an overhead projector at the front of the room, have the students follow on their own charts as you explain the chart/graph.
   d. Ask specific questions to individual students to check comprehension.

Example of Chart for Monthly Temperature



*Note: This objective assumes that the student can, of course, use a street map to follow <u>oral</u> directions.

L3



L3

Telephone

See Sightwords for L1 and L2 Telephone

	long distance
	day
	evening
r a t e s	night
due	amount

C&P Rates

Rates

This page gives rates for calls within Virginia which are in C&P's nearby long distance serving area.

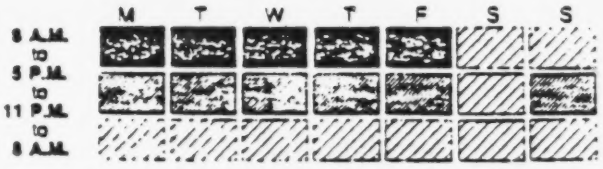
Lowest rates — dial-direct one-minute rates

Dial-direct calls are those completed from a residence or business telephone without Operator assistance.

Dial-direct rates also apply on calls placed with an Operator from a residence or business phone where dial-direct facilities are not available.

On dial-direct calls you pay only for the minutes you talk. The initial rate period is one minute anytime of day or night.

Additional savings apply evenings/holidays, nights and weekends.



Dial-direct	Weekday full rate		* Evening 40% discount		* Night & weekend 60% discount	
Sample rates from Arlington to:	First minute	Each additional minute	First minute	Each additional minute	First minute	Each additional minute
Dale City	35	22	21	13	14	09
Haymarket	45	30	27	18	18	12
Manassas	35	22	21	13	14	09
Occoquan	31	20	19	12	12	08
Stafford	45	30	27	18	18	12

* Discount rates illustrated are rounded

Rates effective November 12, 1982. Subject to change.

L3

Telephone

C&P Telephone

ACCOUNT NUMBER - 703 243 7015 876
JUL 28 84
- DETAIL OF ITEMIZED CALLS - PAGE 1

DATE	TIME	CALLED-PLACE		AREA-NUMBER	RATE	MIN	
----AT&T COMMUNICATIONS----							
7 14	931AM	TWOHARBORS	MN	218 834 2696	*N	41	6.8
7 14	1013AM	OMAHA	NE	402 339 0356	*N	4	.7
7 16	816PM	NASHVILLE	TN	615 352 5364	*E	7	1.7
7 18	1005PM	CULEBRA	TX	512 684 7068	*E	22	5.5
7 23	208PM	NASHVILLE	TN	615 352 5364	*D	23	9.3
7 24	1131AM	MINNEAPOLS	MN	612 338 2355	*D	7	2.9
7 27	932PM	TWOHARBORS	MN	218 834 2696	*E	25	6.2
7 28	735PM	MINNEAPOLS	MN	612 338 2355	*N	1	.2
7 29	756PM	TWOHARBORS	MN	218 834 2696	*E	4	1.0
AT&T COMMUNICATIONS TOTAL CHARGE FOR ITEMIZED CALLS							34.7

BILLING QUESTIONS - CALL 703 352 6243

See Back ↳ = Credit Amount

AT&T Communications

ACCOUNT NUMBER - 703 243 7015 876
JUL 28 85
DETAIL OF ITEMIZED CALLS Page 9

KEY TO SYMBOLS IN "RATE" COLUMN ON PRECEDING PAGES
- * - DIALED (NO SERVICE CHARGE)
- C - CALLING CARD DIALED (SERVICE CHARGE APPLIES)
- S - OPERATOR STATION TO STATION (SERVICE CHARGE APPLIES)
- P - PERSON TO PERSON (SERVICE CHARGE APPLIES)
- D - DAY RATE (NO DISCOUNT)
- E - EVENING RATE (40% DISCOUNT)
- N - NIGHT/WEEKEND RATE (60% DISCOUNT)
- M - MULTI-RATED (MORE THAN ONE RATE PERIOD APPLIES)
- A - PART OF CALL CONTAINED IN SPEC LONG DISTANCE CALLING SVC
- R - OVERSEAS STANDARD RATE (NO DISCOUNT)
- T - OVERSEAS DISCOUNT RATE (25% LESS THAN STANDARD)
- Y - OVERSEAS ECONOMY RATE (40% LESS THAN STANDARD)

ABOVE SYMBOLS DO NOT APPLY TO CALLS TO OR FROM ALASKA

See Back ↳ = Credit Amount

L3

Telephone

C&P Telephone
A Bell Atlantic Company

ACCOUNT NUMBER - 703 243 7015 876
JUN 28 85
CURRENT CHARGES

Page 4

Monthly charges - JUN 28 thru JUL 27	17.82
Other Charges & Credits - detail enclosed	.90
Federal subscriber line charge	1.00
Local Surcharge	.28
Taxes- .60 U.S.	.60
C&P CURRENT CHARGES	20.60

Changes in service - NO CHARGE to call 703 876 7243
Billing questions - NO CHARGE to call 703 352 6243

See Back ↳ = Credit Amount

C&P Telephone
A Bell Atlantic Company

ACCOUNT NUMBER - 703 243 7015 876
JUN 28 85
SUMMARY OF CHARGES

Page 2

C&P TELEPHONE COMPANY - - - - - - - - - - - -	20.60
AT&T COMMUNICATIONS - - - - - - - - - - - -	4.94
Current Charges DUE BY JUL 27	25.54
Unpaid from last bill	.00

07

TOTAL AMOUNT DUE 25.54

17032436015876 0000 0812000007000000000000000002554 01 3

See Back ↳ = Credit Amount

LEVEL 3

TOPIC: TELEPHONE

OBJECTIVES:
1. Student will read and understand telephone bills for "Date Due" and "Total Amount Due".
2. Students will be able to find a name and number in the white pages of the phone book.
3. Students will read and understand the codes for various long-distance rates (e.g. day, evening, night).

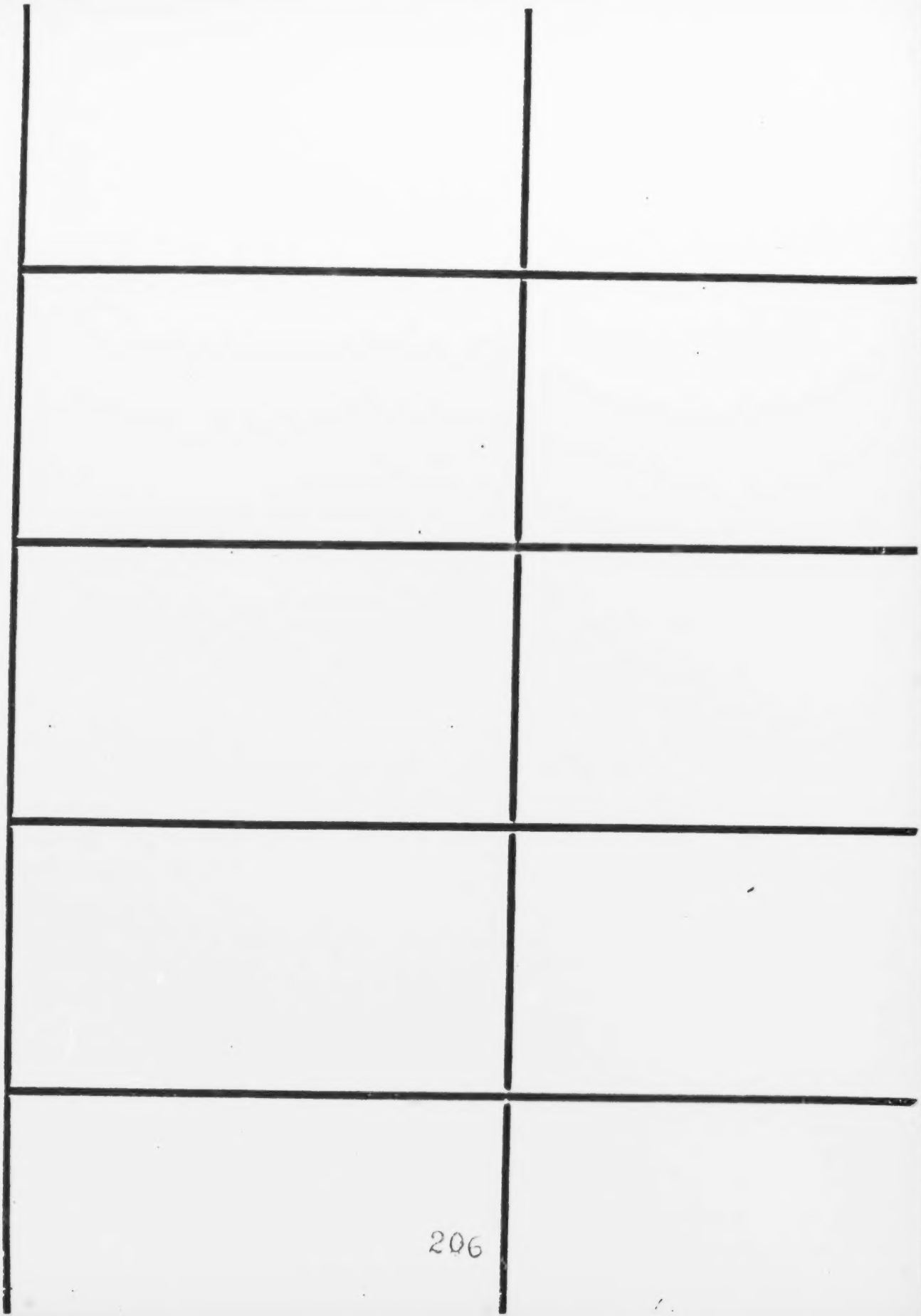
TEXTS:
Lifelines Book 1, pp. 95-98
A New Start, Student Book, pp. 126
English for Adult Competency Book II, pp. 18-19
English That Works Book 1, pp. 100-102, 109-113
Everyday English (Alemany) Student Book 2B, TELEPHONE pp. 6-8, 117

SUPPLEMENTAL MATERIALS: Sample telephone bills
Phone books

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Using the Phone Book
   a. Solicit names of students' friends in the area (or, give them a name).
   b. Student must find the name and phone number in the phone book.
3. Specific Technique
   a. Pass out sample telephone bills.
   b. Students identify "Date Due" and "Total Amount Due".
   c. Point out that "Total Amount Due" can be found easily, since it is coded with a different color.

PHONICS ITEM:

L3



L3

Shopping-2

furniture	budget
sportswear	
suits and coats	
dresses	
cosmetics	

L3

Shopping-1

customer service	linens
ladies' shoes	housewares
refund	hardware
exchanges	toys
discount	appliances

See Sightwords for L1 and L2 Clothing

JCPenney®

ENCLOSE THIS ORDER BLANK IN THE ATTACHED ENVELOPE

PLEASE DO NOT WRITE IN THIS AREA

1. If you have a Penney Charge Account print your account number here for any CREDIT or CASH orders — TODAY'S DATE ___/___/___

Account No must belong to the name you print below

PLEASE PRINT

2. IMPORTANT – List your HOME PHONE NUMBER here It helps us speed up your order

AREA CODE | HOME PHONE NUMBER | See also box (5) at far right

NAME (first, middle initial, last) USE the SAME NAME for ALL orders from your household

ADDRESS | APT #

CITY/STATE | ZIP #

3. ONLY if you want this order SENT to ANOTHER PERSON or ADDRESS complete this section (also be sure to fill in 2) at left)

NAME (first, middle initial, last)

MAILING ADDRESS | APT #

CITY/STATE | ZIP #

4. IF YOUR NAME, ADDRESS, OR PHONE NUMBER HAS CHANGED since your last order please fill in ALL spaces below

FORMER NAME (first, middle initial, last)

FORMER ADDRESS | APT #

CITY/STATE | ZIP #

AREA CODE | FORMER HOME PHONE NUMBER

☐ FGN. ☐ S/B ☐ T.E. C/M

5. Please list an alternative number (if available) and the approximate time you can be reached should we have a question about the order ☐ AM ☐ PM

Area Code | Phone No. | Time

6. Orders addressed A.P.O. and F.P.O. are sent PARCEL POST UNLESS you indicate how you want them sent (check proper box below) See details on page 886

☐ Air Parcel Post ☐ 8AM ☐ PM

PAGE NUMBER	NAME OF ITEM (1 or 2 words)	HOW MANY (Pkgs., etc.)	CATALOG NUMBER Letter(s)	Numbers	Letter(s)	SIZE (Measure to be sure)	COLOR, or Pattern, Finish, Style, etc. No. or code	Name	PRICE FOR ONE (Pkg., Yd., Ea., etc.)	TOTAL PRICE	DELIVERY WTS (needed for CASH ORDERS only)

C K M O	Fill in Spaces Below if This is a	CASH ARRAFA!	
	MERCHANDISE TOTAL		TOTAL WT. (do not enter fractions and decimals)
	AMOUNT FOR DELIVERY**		** This is the transportation and handling charge for the above weight. Find it in the chart for Home Delivery on page 881
C S O	SALES TAXES (Some states also require tax on transportation See page 886)		
	Include any BALANCE DUE from a previous Cash Order		
	TOTAL CASH ENCLOSED		

209

210

W. BELL & CO.

ORDER MEMORANDUM

INSTRUCTIONS

TO HELP US TO SERVE YOU BETTER, PLEASE FOLLOW THESE INSTRUCTIONS

1. Print last name, first initial and zip code in space provided.
2. Check method of payment.
3. List the item number(s) and a brief description of the item(s) you wish to purchase.
4. Turn in your order at information, jewelry, or camera counter.
5. Your order will be processed promptly and you will be paged when completed.

– Thank you for your cooperation –

[ ] Mr.
[ ] Mrs.
[ ] Ms.

LAST NAME (Please Print)

ZIP CODE

METHOD OF PAYMENT
(Check One)

DO NOT USE THIS COLUMN	✓				

LEVEL 3

TOPIC: SHOPPING

OBJECTIVES:
1. Students will be able to read names for common departments in large stores, and be able to associate appropriate merchandise with the department.
2. Students will be able to locate appropriate department to return or exchange an item.
3. Students will be able to locate order number for an item in a catalogue and fill out sample order form.

TEXTS:
English for Adult Competency Book II, pp. 121, 123-125
Lifelines Book 2, pp. 51-54, 55-57
Impact Book 2, pp. 69-72

SUPPLEMENTAL MATERIALS:
Clothing items
Visuals of clothing items for different occasions
Catalogues

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. Specific Technique - Total Physical Response (TPR)
   a. Place signs indicating "departments" in store (include refund/exchanges).
   b. Give students instructions to buy specific items, or return things. They must go to appropriate "place" in store.
4. Specific Technique - Catalogues
   Using catalogues or monthly catalogue store circulars, have students select an item to buy and fill out catalogue order form (sample attached).

PHONICS ITEM:

L3

L3

Food-2

grilled	
roast	
ice cream	
tea	
coffee	

L3

Home Repairs - 3

drip	pipes
plumber	landlord
toilet	electricity
bathtub	leak
faucet	leaky

living room	oven
dining room	electrician
floor	handy man
makes noise	broken
ceiling	work (v)

L3

Home Repairs - 1

See Sightwords L3 Housing

fix	lamp
repair	television
hole	sink
chair	refrigerator
table	stove

LEVEL 3

TOPIC: HOME REPAIRS

OBJECTIVES:
1. Students will be able to read and write simple common requests for housing repairs.
2. Students will be able to locate proper person to contact for repairs.

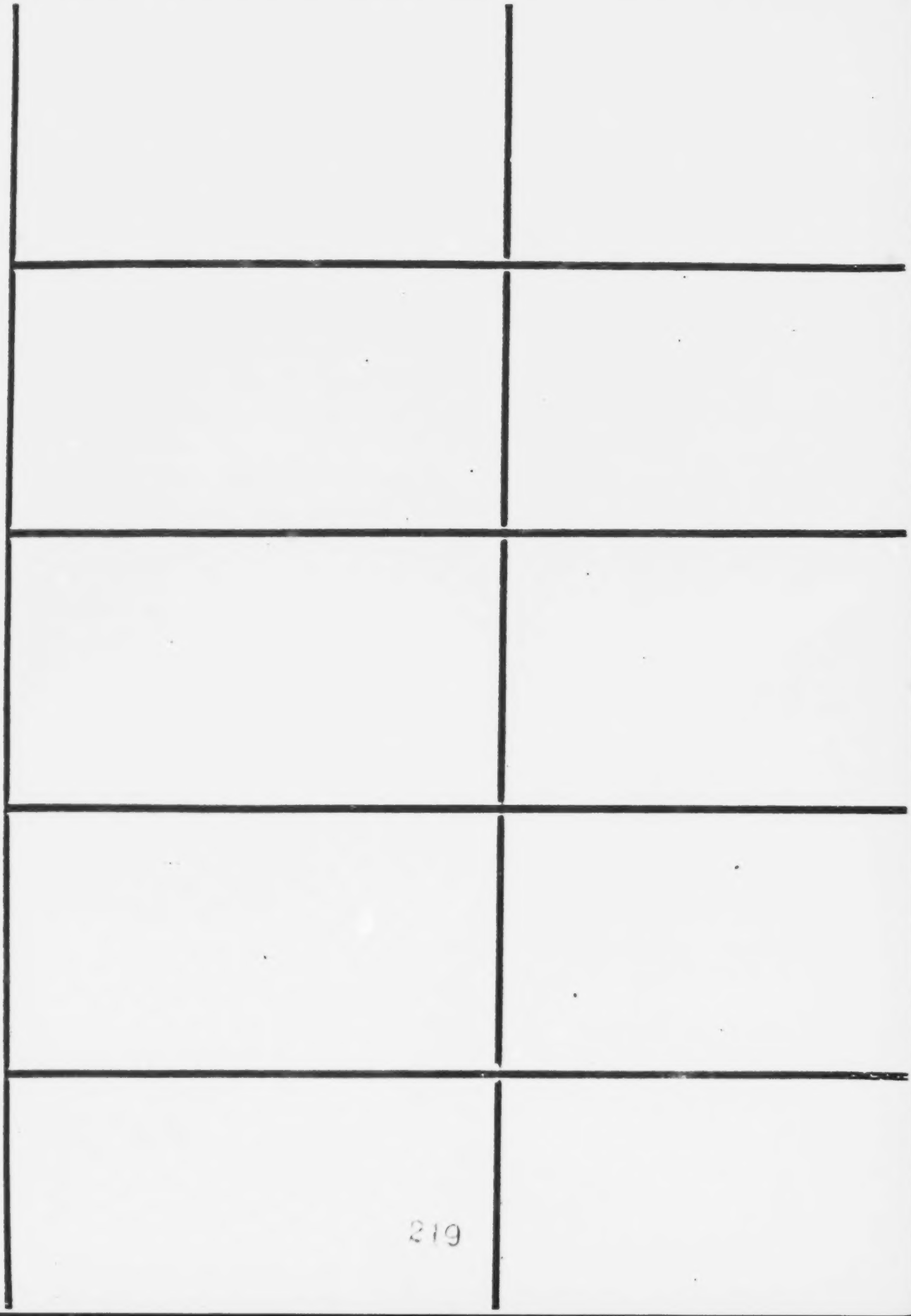
TEXTS:
English for Adult Competency Book I, pp. 93-95
English for Adult Competency Book II, pp. 108-111
Lifelines Book 2, pp. 65-66, 69
Lifelines Book 4, pp. 42-45
Everyday English (Alemany) Book 2B, HOUSING pp. 4-12

SUPPLEMENTAL MATERIALS: Visuals for typical household problems
Yellow Pages from the phone book

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
   Match visuals of household problems with sightwords.
3. Specific Technique
   a. Teacher writes list of repair people on board (e.g. plumber, electrician, etc.).
   b. Teacher passes out Yellow Pages to groups of students.
   c. Teacher holds up visual of typical problem in house.
   d. Students choose correct repair person from list on board.
   e. Students look up repair person in phone book and write name and phone number of one near them.
4. Specific Technique
   a. Have students select a household problem that needs repair (e.g. leaky faucet, broken disposal unit or refrigerator, etc.).
   b. Have student write note for landlord or janitor about the repair that is needed.

PHONICS ITEM:

L3



L3

Housing-2

kitchen

near

(nr.)

L3

Housing-1

See Sight words for L3 Home Repairs

house	bedroom
apartment	bathroom
apt.	rent
room	lease
condo	basement (bsmt.)

L3

Housing

360
RENTALS

APARTMENTS

ALEX 4 room apt. furn or unfurn, adults, 6 mo lease, sec dep, refer. for appt. 683-3531

ARLINGTON, N. 2 BR condo, walk to Clarendon Metro, fireplace, CAC, wsd, dw new loc floor, invt. rental now. $775 mo (Call 693-0940 aft 5.

ARL S/FT MYER—1 BR w/new kit, A/C, pkg, no pets, nr bus. $415 + util. 979-7248 leave msg.

ARL S—Newly renov 2 BR condo, NW loc, A/C, D/W, CATV, pkg. Exclnt. loc. $738 util. incl. 273-6772

ARL, S—Sunny, spacious 2 BR, w/w carp, CAC/heat, W/D, pool, sauna, closets, CATV, conv. $783/mo. incl. utils. 237-1971

ARL, S—Efficncy, 1, 2, 3 BRs fr $408 to $695; incl. utils, A/C, newsstnd, conv/cable. 671-7377; 534-4432

FAIRFAX Woodberry Village 2 BR condo, $675 + util. 978-0940. MOUNT VERNON REALTY

FALLS CH—$525 utils. incl. 1BR, w/w, tv/din combo w/dishwasher, D/W, CAC, security. 698-1507

FALLS CH—1 BR + den (can be 2nd BR). Excel. cond. W/W. Avail. Jan. $450 incl. utils. 671-0428/1748

FALLS CH—1 BR apt. $54 S Maple ave. No pets $475. 532-7083

SILVER SPRING Furn. 2BR 2BA wsd, TV. Utils included. $800. 565-2720 or 593-6338

KALORAMA English basement APARTMENT, sunny, one bedroom for non-smoker. Wall-to-Wall carpeting, security. $575, includes utilities. 483-5109.

HOUSES

FAIRFAX Manitua. Furnished 1 level, 2 BR, & den. All utl/pd, payed. $1800. 280-2523

HERNDON 3 BR, 2½ BA 2 level TH W/D, CAC $850/mo. Lease and deposit req. Avail. Jan. 435-3820.

LAKERIDGE 4 BR,2 BA, detached, w/w. Family room w/fp. Heat pump. $695. 768-7196.

MANASSAS 3 BR, 1½ BA TH, w/w carpet thruout, W/D, CAC, all major appls., quiet street, walk to schools, very well kept. $450/mo, sec. dep. req. avail after 12/15. Call 273-3823 frm 9-6pm Tim, 361-0844 aft 703-361-0844

RESTON 4BR, 2½BA single family home, short term, avail immed. Pets allowed. $960/mo Call 471-8082 or 620-5120.

VIENNA 3 BR/2 BA/fam rm w/FP fenced yard, nr. fut. Metro $850. 281-1572/435-4267

VIENNA Short term lease. $800/mo. 3BR, 2BA wsd, gas heat, cac. Call 573-4063.

HOUSE FOR RENT - near Western Avenue/River Road intersection and Friendship Heights Metro. Cozy 2 bedroom home, living room, dining room, hardwood floors, central air conditioning, separate garage, fenced in backyard, large front porch, full basement with washer/dryer, beautiful shade trees. Available immediately. $950. Call owner in Annapolis, (301) 268-1058.

ROOMS

AAFB AREA Furn, pvt BA & entrance, amenities $325/mo Call 633-5318 O, 599-9365 H

ALEXANDRIA Lge BR, F non smoker. Refrigerator in room. Kitchen & laundry pr vl $325/mo. Call 354-3755 eves.

ALEXANDRIA S. Rooms in nice Pinewood TH $300/month + ½ utils, pool, tennis, parks. Call Bruce/Nancy 768-5533

ANNANDALE Lge room and bath, non-smoker, $290 mo., avail Jan 1. Call 941-7159

ANNAPOLIS, Lge room very lge closet, pvt BA for quiet resp F $250. (301) 263-7610

ARLINGTON NO wsd, cac, DW, non-smkr, $200. + ½ utils. On bus rt, nr Ballston. 532-7134

PLEASANT FURNISHED room for in private home: includes utilities (ex phone); kitchen and laundry privile located near American University block from N buses); immediate occu cy. $300 per month. Call after 6 p 244-6043).

ROOM for RENT, large, American versity Park. Close to Metro, shopp etc. Call 362-5523 after 5:30 p.m.

ROOM for RENT - private home, pri bathroom, laundry facilities, utilities cluded. Walk to bus. Non-smoker. $3 Call 229-6367.

Repairs/remodeling landlord agrees to make:

_____

_____

_____

Security deposit receipt:

Amount due: _____

Amount paid: _____

Balance due: _____

(This deposit is general monies and may be used by the landlord to cover the costs of damages to apartment by the tenant or his/her guests or as delinquent rent.)

Security deposit paid by: _____

Security deposit paid for pet: _____

Signed: _____
(Date)

_____
(Date)

_____
(Date)

L3

Housing

TENANT INFORMATION SHEET

Address of the apartment the tenant is renting _____

_____

Date apartment is rented _____

Tenant's name _____

Previous address _____

Length of time at that address _____

Reason for leaving _____

Place of employment _____

Length of time at that job _____

Income _____

Home phone number _____

Business phone number _____

Emergency contact:

Name _____

Phone _____

Address _____

Names and ages of people who will be living in apartment:

_____

_____

_____

References:

Character references _____

_____

Credit reference _____

(cont.)

LEVEL 3

TOPIC: HOUSING

OBJECTIVES:
1. Students will be able to read sightwords for basic types of housing and rooms in houses.
*2. Students will read simple newspaper ads pertaining to housing.

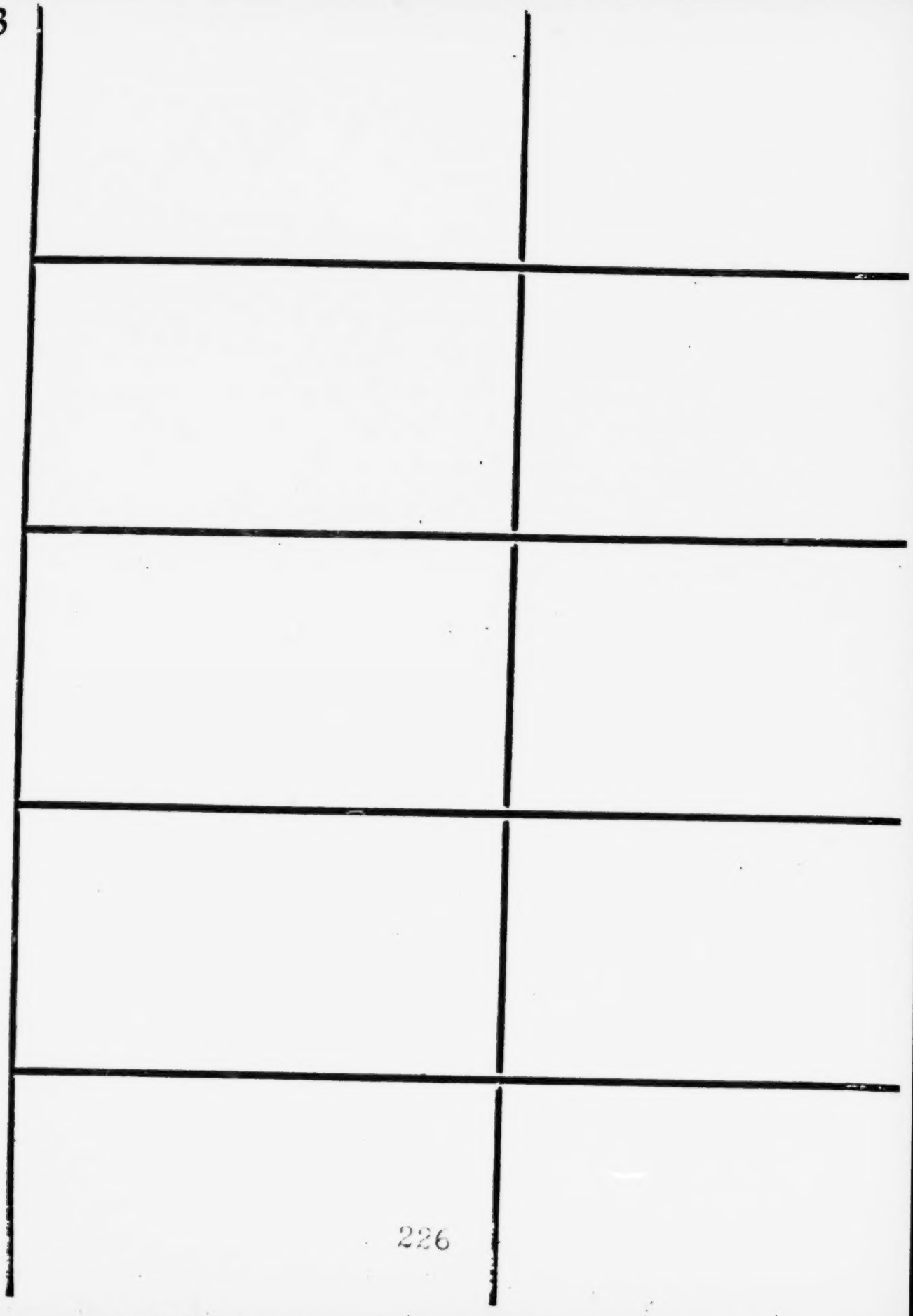
TEXTS:
Practical Vocabulary Builder, "Housing", pp. 18-21
English in Everyday Life Book 1, pp. 50, 56, 59, 44-45, 46-48
English for Adult Competency Book I, pp. 86-89, 100
English for Adult Competency Book II, pp. 102-106, 112
Lifelines Book 1, pp. 61-64

SUPPLEMENTAL MATERIALS:
Visuals for housing (house, apartment, etc.)
Visuals for furniture
Newspaper ads for house or apartment rental (samples attached)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Content Questions
3. Specific Technique - Real Estate Ads
   a. Pass out real estate ads.
   b. Have students read and locate specific items, e.g. area, rent, number of bedrooms.

PHONICS ITEM:

*Students should be made aware of various types of lease/rental agreements. Advise students to have any lease or agreement explained to them by a friend before signing anything.



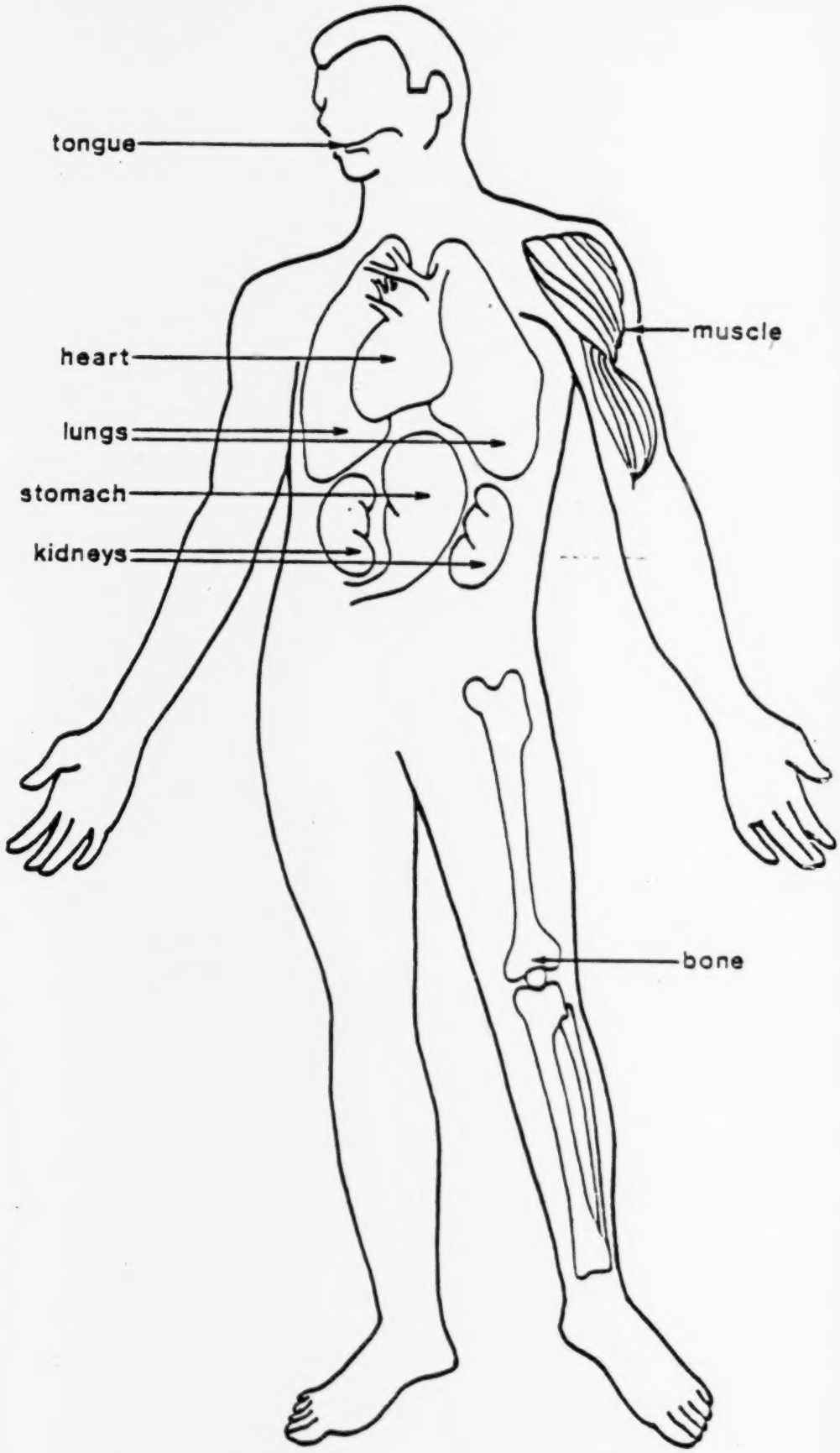
Health 2

lungs	
heart	pharmacy
muscle	
bone	dosage
take	

See Sightwords for L1 and L2 Health

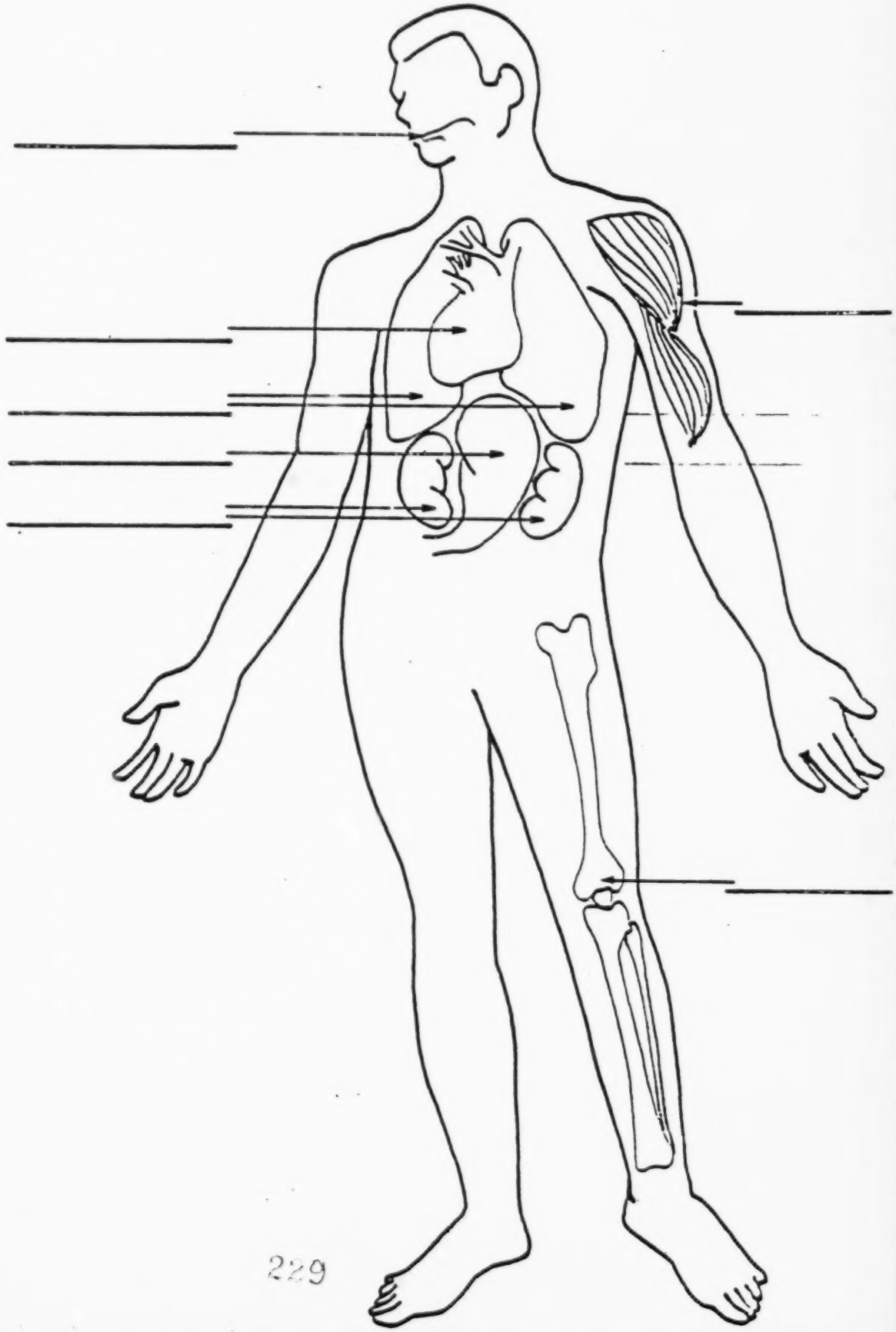
L3

Health 2



L3

Health 2



A.

GIANT PHARMACY
3524 S JEFFERSON ST. FALLS CHURCH, VA 22041
PHONE: 931-1333

RX 63362961 DR. DALEY
GENA KOLIN
05/18/85 RJB
ONE TABLET EVERY EIGHT HOURS THREE TIMES A DAY

AMOXIL 250MG CH
30 EA
0 REFILLS
DISCARD AFTER DATE BELOW
05/18/86

How much? _____

How often? _____

B.

GIANT PHARMACY
3524 S JEFFERSON ST. FALLS CHURCH, VA
PHONE: 931-1333

RX 63345271 DR. FELDMAN
MARSHALL KOLIN
01/03/85
TWO SPRAYS EACH NOSTRIL TWICE A DAY

NASALIDE 25ML
25 ML
0 REFILLS
DISCARD AFTER DATE
05/[illegible]

How much? _____

How often? _____

C.

DART DRUG
533-2858 1400 LEE HIGHWAY ARLINGTON, VA 22201

NO. 410 308 DR. Robinson.
Richard Loo.
One teaspoonful four times a day. Donnatal Elixir.
180 cc.
12 26 85

How much? _____

How often? _____

D.

Drugfair
PHONE 527-2600
256 N. GLEBE ROAD ARLINGTON, VA 22203

NO. 498 731 DATE 11-12-84
Marshal Kolin
one tablet two times a day
Trinlin no. 16
Dr. Feldman

How much? _____

How often? _____

Looking for Other Information

MATCH:

1. The prescription number is 498 731. C
2. The doctor is Dr. Robinson. B
3. The patient is Gena Kolin. D
4. The medication goes in the nose. A

A.

DART DRUG
533-2858

NO. 187493 DR. Casey
Yannos Misitzis:
Chew one tablet 3 times a day
every 8 hours for 10 days
(Amoxicillin 250mg Chew #30)
5-6-85

How much? _____

How often? _____

B.

DART DRUG
STORE NO. 149
5400 LEE HIGHWAY
ARLINGTON, VA.
533-2858

No 155041 Dr McManus
Wendy Rahm
Take one tablet twice
daily AMPICL #20
Feb23 1981

How much? _____

How often? _____

C.

GIANT PHARMACY
3524 S. JEFFERSON ST., FALLS CHURCH, VA. 22041
PHONE: 931-1333

RX 63345272 DR. FELDMAN
MARSHALL KOLIN
01/03/85 ROB
ONE TABLET BY MOUTH,
FOUR TIMES A DAY

EMYCIN 250MG
40 EA
0 REFILLS
DISCARD AFTER DATE BELOW
01/03/86

How much? _____

How often? _____

D.

DART DRUG
533-2858

NO. 409-348 DR. Gupta.
Dina How.
One teaspoonful 3 times a d
for 10 days.
Tetracycline Syrup 125mg
120 cc
12 26 85

How much? _____

How often? _____

Looking for Other Information

MATCH.

1. The doctor is Dr. McManus. A
2. The prescription number is 63345272. B
3. The dosage is one teaspoonful three times a day. D
4. The patient is Yannos Misitzis. C

L3

Health 2

A.

GIANT PHARMACY
3524 S. JEFFERSON ST., FALLS CHURCH, VA. 22041
PHONE: 931-1333

RX [illegible] DR. FELDMAN
MARSHALL, KOLIN
01/23/85 SUB
ONE [illegible] BY MOUTH,
FOUR TIMES A DAY

[illegible]
[illegible]
0 REFILLS

DISCARD AFTER DATE BELOW:
01/03/85

How much? _____

How often? _____

B.

DART DRUG
[illegible]

NO. 410 308 DR. Robinson
Richard Lee.
One teaspoonful four times
day. Donnatal Elixir.
180 cc.
12 26 85

How much? _____

How often? _____

C.

Drug Fair
PHONE 536-7333
[illegible] N. HARRISON ST.
ARLINGTON, VA. 22207

NO. 376-803 DATE 6.11.80
Mr. P. Kyriakeas
Cantil #30. Take ONE (1)
tablet every 8 hours.

Dr. Kiesel.

How much? _____

How often? _____

D.

GIANT PHARMACY
3524 S. JEFFERSON ST., FALLS CHURCH, VA
PHONE: 931-1333

RX 63345271 DR. FELDMAN
MARSHALL, KOLIN
01/03/85 SUB
TWO SPRAYS EACH NOSTRIL
TWICE A DAY

NASALIDE 25ML
25 ML
0 REFILLS

DISCARD AFTER DATE BE
[illegible]

How much? _____

How often? _____

LEVEL 3

TOPIC: HEALTH 2

OBJECTIVES:
1. Students will be able to read dosages from labels on prescription drugs and demonstrate understanding.
2. Students will be able to read names for selected internal body parts, as well as other body parts not previously taught, from a labelled picture.

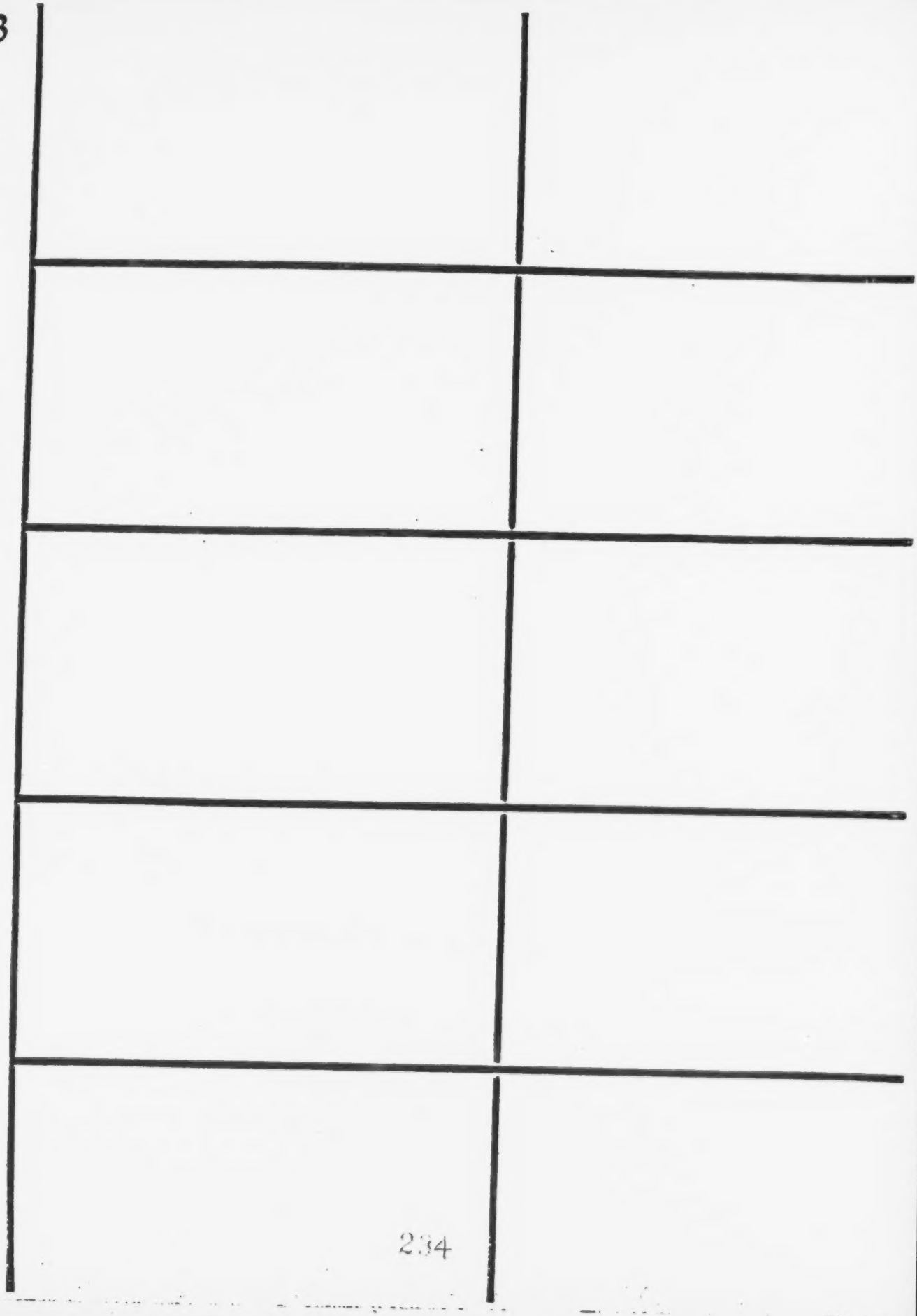
TEXTS:
Practical Vocabulary Builder, pp. 3, 16
English for Adult Competency Book I, pp. 53, 60-61
English for Adult Competency Book II, pp. 56-59
Picture It, pp.131-134
Impact Book 1, pp. 73-77, 79, 99-105

SUPPLEMENTAL MATERIALS: Pictures of human body (See attachments, Level 1 Health)
Prescription labels from bottles

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. Specific Technique - Reading labels
   Practice with worksheets similar to those attached.
4. Specific Technique - Demonstrating comprehension
   a. Hand out various prescription labels.
   b. Using a clock at the front of the room, or one drawn in the board, ask students individually to show when they should take the medicine for the prescription label they are holding.

PHONICS ITEM:

L3



L3

Health 1-2

prescription	
poison	
disease	

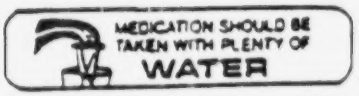
L3

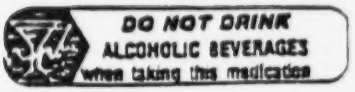
Health 1 - 1

fever	medicaid
diabetes	medicare
pain	alcohol
accident	keep out of reach
health insurance	cause

L3

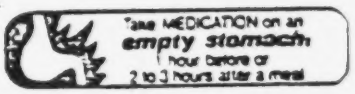
Health 1

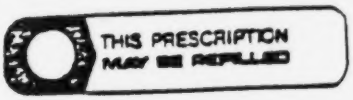

MEDICATION SHOULD BE
TAKEN WITH PLENTY OF
WATER

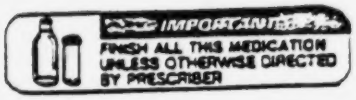

DO NOT DRINK
ALCOHOLIC BEVERAGES
when taking this medicine

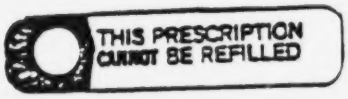
May Cause
DROWSINESS

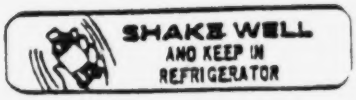
TAKE WITH
FOOD OR MILK


Take MEDICATION on an
empty stomach
hour before or
2 to 3 hours after a meal


THIS PRESCRIPTION
MAY BE REFILLED


IMPORTANT
FINISH ALL THIS MEDICATION
UNLESS OTHERWISE DIRECTED
BY PRESCRIBER


THIS PRESCRIPTION
CANNOT BE REFILLED


SHAKE WELL
AND KEEP IN
REFRIGERATOR

FOR EXTERNAL USE
ONLY

SCHOOL ENTRANCE PHYSICAL EXAMINATION
COMMONWEALTH OF VIRGINIA

1

NAME: _____ BIRTH DATE: _____
LAST FIRST M.I. (NICKNAME) MO/DAY/YR

SEX: MALE ☐ FEMALE ☐ RACE: _____ CHILD'S SOCIAL SECURITY #: _____

PARENT OR GUARDIAN _____ WORK PHONE: _____
LAST FIRST M.I.

_____ HOME PHONE: _____
HOME ADDRESS ZIP

2

CITY/COUNTY SCHOOL DIVISION: _____ GRADE: _____

3

HEALTH HISTORY

HAS CHILD HAD ANY SERIOUS ILLNESSES, ACCIDENTS, OPERATIONS, NUTRITIONAL, DENTAL, MENTAL OR EMOTIONAL PROBLEMS OR HANDICAPPING CONDITIONS?
IF SO, LIST:

1.
2.
3.

IS CHILD RECEIVING CONTINUING MEDICAL CARE: YES ☐ NO ☐
IS CHILD TAKING ANY MEDICATION REGULARLY: YES ☐ NO ☐
IS CHILD USING ANY MEDICAL DEVICE: YES ☐ NO ☐

SIGNED: PARENT ☐ OR GUARDIAN ☐ _____ DATE _____

4

I WILL NOT PERMIT MY CHILD TO HAVE IMMUNIZATIONS ☐ AND/OR PHYSICAL EXAMINATION ☐ BECAUSE OF MY RELIGIOUS BELIEFS. TO THE BEST OF MY KNOWLEDGE, CHILD IS IN GOOD HEALTH AND FREE FROM COMMUNICABLE DISEASE

L3

Health I

PABLO A. FALO, M.D.
MAUREEN O'REGAN, M.D.
GUSTAVO A. ROSSI, M.D.

Obstetrics and Gynecology

[illegible]
Suite 207
Arlington VA 22[illegible]
703-[illegible]

3[illegible] Park Avenue
Suite 9
Falls Church VA 22[illegible]
703-[illegible]

12[illegible] Dominion Avenue
Suite 515
Reston VA 22[illegible]
703-437-[illegible]

PATIENT INFORMATION

DATE: _____

NAME: _____ AGE: _____ DATE OF BIRTH: _____

SINGLE: _____ MARRIED: _____ DIVORCED: _____ WIDOW: _____

HOME ADDRESS: _____ PHONE: _____

CITY: _____ STATE: _____ ZIP: _____

PLACE OF EMPLOYMENT: _____ OCCUPATION: _____

BUSINESS ADDRESS: _____ CITY: _____

BUSINESS PHONE: _____ SOCIAL SECURITY NUMBER: _____

NAME OF SPOUSE: _____

EMPLOYER: _____ BUSINESS PHONE: _____

NAME OF HEALTH INSURANCE: _____

NAME OF CARRIER: _____ ID NUMBER: _____

GROUP: _____ CODE: _____

Medical History (please check)

1. Heart Ailment _____
2. High blood pressure _____
3. Respiratory Disease _____
4. Diabetes _____
5. Rheumatic Fever _____
6. Tumors or Growths _____
7. History of Breast Cancer _____
8. Blood Diseases _____
9. Liver Disease _____
10. Bladder or Kidney Ailments _____
11. Are you taking any medications _____
12. If yes, what medicines _____
13. Drug Allergies _____
14. Family history of any of the above _____
15. Previous Surgery _____
16. Other Diseases _____
17. Referred by _____

STANDARD HEALTH EXAMINATION RECORD

Date __/__/____ Name _____ Age _____ Sex _____
mo day year (last) (first)

Address _____ Phone _____ Birthdate _____

MEDICAL HISTORY

Have you had any problems with:
(check ✓)

PAST ILLNESSES

Frequent colds _____
Frequent sore throats _____
Bronchitis _____
Allergies _____
Operations or serious injuries _____
Stomach upsets _____
Kidney trouble _____
Convulsions _____
Tuberculosis _____
Diabetes _____
Blood diseases (anemia, etc) _____
High blood pressure _____
Heart attacks _____
Mental depression _____
Bad headaches or migraines _____
Liver trouble (hepatitis) _____

DISEASES

Chicken pox _____
Measles _____
Mumps _____
Scarlet Fever _____
Poliomyelitis _____
Whooping Cough _____
Other _____ _____

SURGERIES — DATE

_____ _____
_____ _____
_____ _____
_____ _____

IMMUNIZATIONS—TESTS

Diphtheria _____
Whooping Cough _____
Poliomyelitis _____
Tetanus _____
Smallpox _____
Typhoid _____
Tuberculin _____
Other _____ _____

List of Medications You Are Now Taking

_____
_____
_____
_____
_____

Allergies to Medications

L3

Health I

Medical History

Date	Mark Appropriate Items
_____	☐ Arthritis ☐ Rheumatism
_____	☐ Asthma ☐ Bronchitis ☐ Emphysema
_____	☐ Cancer ☐ Tumor
_____	☐ Diabetes ☐ Hypoglycemia
_____	☐ Dizziness ☐ Fainting
_____	☐ Epilepsy ☐ Seizures
_____	☐ Eye Problem ☐ Glaucoma
_____	☐ Frequent or Severe Headache
_____	☐ Hearing Impairment
_____	☐ Heart Condition
_____	☐ High Blood Pressure
_____	☐ Jaundice ☐ Hepatitis
_____	☐ Kidney Disease ☐ Hemodialysis
_____	☐ Low Blood Pressure
_____	☐ Mental Retardation
_____	☐ Pain or Pressure in Chest
_____	☐ Palpitations ☐ Pounding Heart
_____	☐ Paralysis
_____	☐ Periods of Unconsciousness
_____	☐ Rheumatic Fever
_____	☐ Shortness of Breath
_____	☐ Smoking (Packs Per Day:___ No. of Years:___)
_____	☐ Stomach, Liver, or Intestinal Trouble
_____	☐ Thyroid Trouble
_____	☐ Tuberculosis
_____	☐ Urinary Tract Infection
_____	☐ VD ☐ Syphilis ☐ Gonorrhea
_____	☐ Other: _____

Use of:

_____ ☐ Contacts ☐ Dentures ☐ Hearing Aid

_____ ☐ Pacemaker ☐ Prosthesis

L3

Health I

REGISTRATION SLIP

TODAY'S DATE _____

NAME _____

ADDRESS _____

_____

BIRTHDATE _____ HOME PHONE _____

WORK PHONE _____ EMPLOYER _____

OCCUPATION _____

SOCIAL SECURITY # _____

PARENT OR SPOUSE'S NAME _____

REFERRED BY _____

IN CASE OF EMERGENCY, PLEASE NOTIFY _____

_____

Single Married Widowed

Divorced

Female Male

INSURANCE _____ MEDICARE # _____

BLUE CROSS BLUE SHIELD # _____

GROUP _____ CODE _____ OTHER _____

ANY ALLERGIES? _____

LEVEL 3

TOPIC: HEALTH 1

OBJECTIVES:
1. Students will be able to fill out a simple medical history form.
2. Students will be able to read and understand general warning labels found on prescription drugs.

TEXTS:
Lifelines Book 2, pp. 81-83
Lifelines, Book 4, p. 68
English for Adult Competency Book II, pp. 61-63
Impact Book 1, pp. 103-105

SUPPLEMENTAL MATERIALS:
Prescription bottles
Simple medical information forms from local physician (samples attached)
*Warning labels from prescription drugs
Props for TPR in Procedure 4

PROCEDURES:
1. General Technique - Sightwords
2. General Technique -Content Questions
   Use text of Medical History forms; also use warning labels as text.
3. Specific Technique - Medical form
   a. Have students fill out sample medical forms (attached).
4. Specific Technique - Total Physical Response (TPR)
   a. Apply selected warning labels to prescription bottles which contain "placebos", e.g. candy, water, etc.
   b. Hand a student a bottle and ask him/her to read the label, act out the warning, "take" the medication, or otherwise demonstrate comprehension.
   c. Teacher should have other props on hand, such as milk cartons, jar of water, food, empty alcohol bottle, etc.

PHONICS ITEM:

*The teacher may obtain real labels from a local druggist. Having the real labels is helpful since they are in different colors.

L3

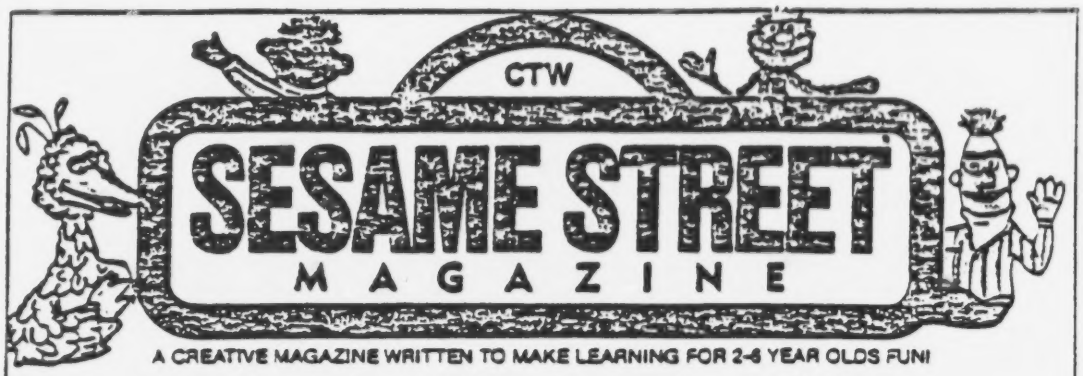
L3

Other Community Resources

Library	Church
Police	Welfare
Fire Department	
Day Care	
Legal Aid	

L3

Personal ID



A CREATIVE MAGAZINE WRITTEN TO MAKE LEARNING FOR 2-6 YEAR OLDS FUN!

☐ 1 fun year for only $9.95 ☐ 2 years for only $18.95

CHILD'S NAME _____ AGE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PARENT'S SIGNATURE _____

☐ Payment Enclosed ☐ Bill me later

Subscriptions to Canada and other countries add $8.00 per year. Please remit in U.S. currency. Allow 6-8 weeks for delivery.

Muppet characters © 1971, 1984 Muppets, Inc.

4GWY8

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

SPA LADY

METRO AREA

Baileys X-roads • Bethesda • Clinton • Columbia
Fairfax • Frederick • Gaithersburg • Landmark
Marlow Heights • Mt. Vernon • North Wheaton
Rockville • 7 Corners • Silver Spring • Springfield
Tysons Corner • White Oak • Woodbridge
Sterling • Wash. D.C.: K St. • Van Ness

RECEIVE A FREE ONE WEEK MEMBERSHIP

Name _____

Address _____

Phone Work Phone Store Where Coupon Was Obtained

First time visitors only.

Must be over 18 unless accompanied by a guardian. Age _____

Coupon good for one person only

LEVEL 3

TOPIC: OTHER COMMUNITY RESOURCES

OBJECTIVES:
1. Students will locate different government services in blue pages of the phone book.
2. Using local community service handbook, students will look for and find specific information.

TEXTS: English for Adult Competency Book II, pp. 182-186

SUPPLEMENTAL MATERIALS: Phone books
*Handbook of community services

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Finding Specific Agencies
   a. Teacher lists various agencies on the chalkboard (Legal Aid, Welfare, Library, etc.)
   b. Give pairs of students phone book.
   c. Students look up numbers in blue pages.
   d. Students may suggest additional services to look up.
3. The same technique can be applied for use of community services handbook.

PHONICS ITEM:

*Call United Way or other community agency to obtain copies of a local community service handbook.

L3

L3

Community Resources:
Post Office -2

	hold
pick up	
foward	

L3

Community Resources:
Post Office-1

stamps	registered
money orders	i n s u r e
p o s t o f f i c e	change
parcel	a i r m a i l
p a c k a g e	deliver

Community Resources:
Post Office

DON'T DELIVER MAIL TEMPORARILY AS

NAME: _____

ADDRESS: _____

IS GOING TO BE AWAY FOR AWHILE.

PLEASE HOLD MAIL STARTING: _____

GOING TO BE GONE FOR APPROXIMATELY:

_____

☐ WILL PICK UP MAIL UPON RETURN

☐ START DELIVERY ON: _____

STOP

Community Resources:
Post Office

U S Postal Service
CHANGE OF ADDRESS ORDER

CUSTOMER INSTRUCTIONS: Complete items 5 thru 14. Please PRINT all information except item 13.

USPS Use Only

1. Clerk Carrier Endorsement	2. Carrier ID	3. Date entered on Form 3982	4. Purge Date

5. Change of Address is for *(Check one)*
☐ Firm ☐ Family ☐ Individual

6. I guarantee to pay forwarding postage on my Fourth Class Mail
☐ Yes ☐ No

7. Print Last Name or Name of Business *(If more than one, use separate order for each)*

8. Print First Name of each individual covered by this order *(include Jr., Sr., etc.)*; leave a blank space between names. Leave blank if the Change of Address Order is for a business

9. Old Address	Number and Street	Apt./Suite No.	P.O. Box No.	Rural Route No.	Rural Box No.
	City		State	ZIP Code	
10. New Address	Number and Street	Apt./Suite No.	P.O. Box No.	Rural Route No.	Rural Box No.
	City		State	ZIP Code	

11. If this is a permanent address change show effective date of move ——— ▶ DATE (Mo / Dy / Yr)

12. If this is a temporary address change show ——— ▶ Start Date (Mo / Dy / Yr) End Date (Mo / Dy / Yr)

NOTE: The person signing this form states that he or she is the person or executor, guardian, or authorized officer, or agent of the person for whom mail would be forwarded under this order. Anyone submitting a false or inaccurate statement on this card is subject to punishment by fine or imprisonment or both under Section 2, 1001, 1702, and 1708 of Title 18 of the United States Code.

13. Sign here *(Do not Print or Type)* Indicate if Business

14. Date Signed

PS Form 3575, Apr 1985

As soon as you know your new address, mail this card to all the people, businesses, and publications who send you mail.
For publications, tape an old address label over name and old address sections and complete new address.

Your name	Print or Type—Last Name, First Name, Middle Initial			
Old Address	No. and Street	Apt. Suite No.	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
New Address	No. and Street	Apt. Suite No.	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
Sign Here	Signature X	Date new address is entered	Account No. (if any)	

Your name	Print or Type—Last Name, First Name, Middle Initial			
Old Address	No. and Street	Apt. Suite No.	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
New Address	No. and Street	Apt. Suite No.	P.O. Box	R.D. No.
	Post Office State	ZIP Code		
Sign Here	Signature X	Date new address is entered	Account No. (if any)	

LEVEL 3

TOPIC: *COMMUNITY RESOURCES: POST OFFICE

OBJECTIVES:
1. Students will be able to read words commonly found on signs in the post office.
2. Students will be able to read and fill out a change of address form.

TEXTS:
Everyday English (Alemany) Book 1, POST OFFICE pp. 1-3
Lifelines Book 1, pp. 75-78
Everyday English (Alemany) Book 2A, POST OFFICE pp. 1, 3, 7, 9-12, 15
English for Adult Competency Book 1, pp. 147-150, 167
English for Adult Competency Book II, pp. 158-162

SUPPLEMENTAL MATERIALS: Items from Post Office (stamps, aerograms, postcards, change-of address cards, etc.)

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Role Play
   a. Make signs indicating different postal services (e.g. Stamps Only, Registered Mail, Packages, Mail, Pick-up).
   b. Place signs at the front of the room with a student playing the postal employee.
   c. Divide the students into groups, making a customer "line" for each service. Students must make an appropriate request based on the "line" they are standing in.
3. Specific Technique - Postal forms
   Have students fill out change of address forms from the post office.

PHONICS ITEM:

*The objectives in this topic are to be taught only after the students can handle the topic and vocabulary aurally/orally.

L3

Community Resources
Public Schools-3

absent	
has	
had	

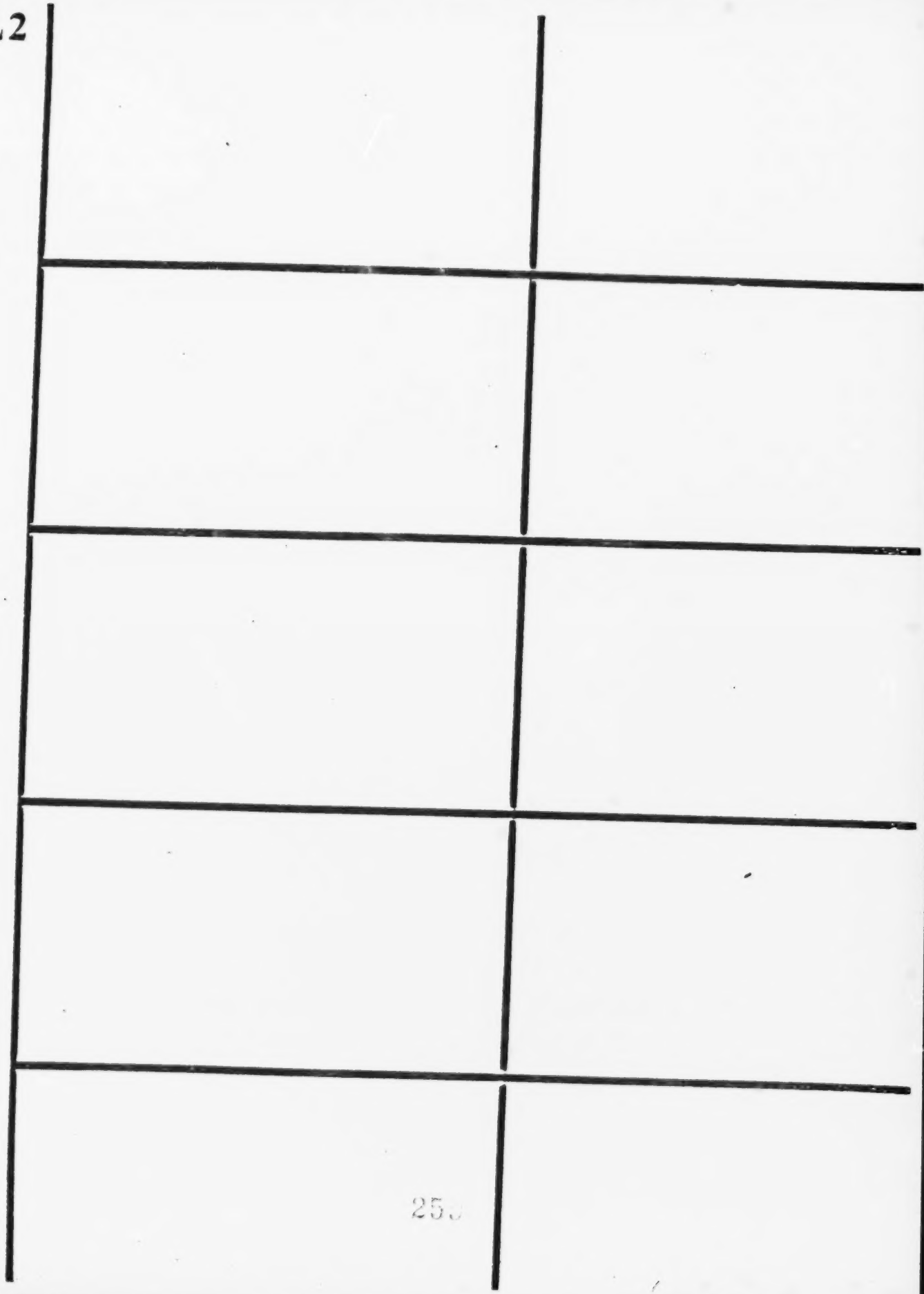
L2

Employment: Want Ads-3

Teacher fills in with other terms

betw.	
eves.	

L2



LEVEL 3

TOPICS:

PERSONAL ID 48

FOOD 49

SHOPPING 51

TELEPHONE 52

INTERPRETING CHARTS AND MAPS/FOLLOWING DIRECTIONS 53

TRANSPORTATION 55

COMMUNITY RESOURCES: PUBLIC SCHOOLS 56

COMMUNITY RESOURCES: POST OFFICE 57

OTHER COMMUNITY RESOURCES 58

HEALTH 1 59

HEALTH 2 60

HOUSING 61

HOME REPAIRS 62

BANKING/BUDGET 63

EMPLOYMENT: OCCUPATIONS 64

WORK SCHEDULES AND WAGES 65

LEVEL 3

TOPIC: PERSONAL ID

OBJECTIVES:
1. Students will be able to read (additional) words necessary for answering personal ID questions (e.g. sex, education, etc.).
2. Students will be able to fill out a variety of forms.

TEXTS:
Lifelines Book 1, Chapter 1-4
A New Start Literacy Workbooks 1 and 2 (worksheets for all forms of information)
English for Adult Competency Book I, pp. 11-12
English for Adult Competency Book II, p. 91
English in Everyday Life Book 1, p. 4
English That Works Book 1, pp. 22-32

SUPPLEMENTAL MATERIALS:
Simple forms (preferably differing in appearance from one another, but requiring the same information)
Forms found in magazines and junk mail (These can require more information than those used at lower levels, including Mr./Mrs., marital status, date of birth.)

PROCEDURES:
1. General Technique - Sightwords
2. Specific Technique - Forms
   a. Have students actually fill out a variety of forms (sample forms attached).
3. General Technique - Matching
   Have students match full forms of words with abbreviations.

PHONICS ITEM:

*See Levels 1 and 2 for additional practice, if necessary.

L3

Personal ID

The American Film Institute

Student Discount Ticket

Send me AMERICAN FILM (10 issues annually) at the special student rate of $12.97. That's a savings of 35% on the regular $20 rate and entitles me to full membership privileges in The American Film Institute.

Name _____

Address _____

City _____ State _____ Zip _____

College _____

☐ Payment Enclosed ☐ Bill me

85710

2WTSSJ

Clip & Mail Today!

NO POSTAGE IS NECESSARY. IT COSTS NOTHING TO TAKE A CHANCE.

Yes, I am a homeowner. Please enter my name in the Sweepstakes and rush me at no obligation on my part your Free Brochure. I understand that returning the card entitles me to Factory Savings until December 31, 1985.

Name _____

Address _____

City _____ State _____

Zip: _____ Phone: _____

Sweepstakes Rules & Exclusions: Any homeowner may enter with no purchase required. All offers limited to window and door sizes we manufacture. Winners must reside within dealer service area. Void where prohibited. Offer Ends: December 31, 1985.

L3

Personal ID

TIME

TIME PRIVILEGE CARD

Yes, I want to receive TIME for just $1.12 an issue—a savings of more than 40% off the $1.95 cover price. Please send me TIME for:

☐ 18 months (78 issues) ☐ 1 year (52 issues)

☐ 9 months (39 issues) ☐ 6 months (26 issues)

☐ Mr.
☐ Mrs.
☐ Ms.

Name (please print)

Address

Apt. No

City State Zip

☐ My payment is enclosed. ☐ Bill me. Rates good in U.S. only

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T61198

L3

Personal ID

SUBSCRIBE
TO ZOOBOOKS TODAY.

The book you are holding in your hand is only one of a wonderful series of ZOOBOOKS® that are being published every month. Each book is about a different animal or group of animals, and each one is just as beautiful and informative as this one.

SEND SUBSCRIPTION TO:

NAME _____
(Please print clearly)

STREET _____

CITY _____

STATE _____ ZIP _____

☐ Check here if subscription is for a child.

Birthdate _____
(Month/ Day/ Year)

BILL TO (if different from address above):

NAME _____
(Please print clearly)

STREET _____

CITY _____

STATE _____ ZIP _____

☐ Payment enclosed ($14 for 10 issues)
Outside U.S.A., please add $8 per year for surface delivery.

☐ Please bill me.

Please allow 6 weeks for delivery.
Prices subject to change without notice. BM2CP

Your Signature

/ /
Your Date of Birth Your Age Today's D

Name (PLEASE PRINT)

Street Address City State

☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐☐☐
Account Number

264

L3

Personal ID

Avenue	s e x
Lane	date of birth
Court	Ave.
Circle	Cir.
e d u c a t i o n	Ct.

See Sightwords for Levels 1 and 2 Personal ID

L3

LEVEL 3

TOPIC: FOOD

OBJECTIVES:
1. Students will be able to find specific foods, given only food section headings (e.g. fruit--oranges, produce--lettuce).
2. Students will be able to read abbreviations for common measurements and locate the quantities on food packages.
3. Students will be able to read food ads and find the better value.
4. Students will be able to read representative menus from American fast food restaurants and know the cost of particular items.

TEXTS:
Lifelines Book 2, pp. 41-43, 45-47
English in Everyday Life Book 2, pp. 20-22
English for Adult Competency Book II, pp. 30-50
Oxford Picture Dictionary, p. 20

SUPPLEMENTAL MATERIALS:
Various types of food containers
Food ad sections from local papers
Menus from local restaurants and fast food chains

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Matching
3. Specific Technique - Containers/Quantities
   a. Teacher gives students various types of food containers.
   b. Students read the quantities listed on their containers.
4. Specific Technique - Food Group Names
   a. Give students a general shopping list (see attached sample).
   b. Hold up visuals or flashcards of specific foods and have students write them under the appropriate heading.
5. Specific Technique - Reading Menus
   a. Hand out menus to the students. Give them a limit they can spend.
   b. Teacher (or other student) asks them what they will eat.

LEVEL 3

TOPIC: FOOD, P. 2

6. Specific Technique - Price Shopping
   a. Teacher divides students into groups.
   b. Teacher gives each group several food ads from local stores.
   c. Teacher writes a shopping list on board.
   d. Each group must find the best price for the items on the shopping list in the ads.

PHONICS ITEM:

Shopping List

Meat

_____

_____

_____

_____

Vegetables

_____

_____

_____

_____

_____

Fruit

_____

_____

_____

_____

Dairy

_____

_____

MENU

Cold Sandwiches

Tuna Salad	$3.00
Chicken Salad	3.00
Bologna	2.25
Salami	2.50
Turkey	3.25
Roast Beef	3.50
Cheese	2.25
Club	3.50

Choice of bread: Roll, Rye, White, or Whole Wheat

*Cheese or tomato 15¢ extra

Hot Sandwiches

Hamburger	2.50
Grilled Cheese	2.25
Steak 'n' Cheese	3.75
Barbecue	3.50

Side Orders

Green Salad	$1.25
Potato Salad	.85
Cole Slaw	.85
French Fries	1.10

Beverages

Coke, Sprite, Diet Coke	sm. .75	lg. 1.00
Iced Tea	sm. .75	lg. 1.00
Milk		.75
Coffee		.50
Beer		1.50

Desserts

Ice Cream	1 scoop .75
	2 scoops 1.35
Brownie	.85
Mixed Fruit Salad	27 [illegible]

L3

Food - 1

liter (l.)	ounce (oz.)
m e n u	sandwich
salad	f r i e d
dessert	hamburger
b e v e r a g e	fish

See Sightwords for L1 & L2 Food

BUDGET

INCOME (PER MONTH):

1. Husband's Income: _____
2. Wife's Income: _____
3. Other Income: _____
4. Other Income: _____

Total Income: _____

EXPENSES (PER MONTH):

1. Rent: _____
2. Utilities: (electricity, water, sewer) _____
3. Telephone: _____
4. Food: _____
5. Transportation: (car payment, gas, oil, bus fare, insurance) _____
6. Clothing: _____
7. Medical: _____
8. Insurance: _____
9. Savings: _____
10. Other: _____

Total Expenses: _____

FIRST VIRGINIA BANK

DOLLARS | CENTS

SAVINGS

RECEIPT OF DEPOSIT

ACCOUNT NUMBER

DATE

NAME

ADDRESS

SAVINGS DEPOSIT

CREDIT

FIRST VIRGINIA BANK

DATE ____ 19__ __-____-__

ACCOUNT NUMBER

CURRENCY			
COINS			
CHECKS	Refer to Banks		
List Separately and be sure each item is endorsed			
TOTAL			

:0811100950:

226

FIRST VIRGINIA BANK

DOLLARS | CENTS

SAVINGS

RECEIPT OR WITHDRAWAL

ACCOUNT NUMBER

274

SAVINGS WITHDRAWAL

DEBIT

DATE ____ 19__ __-____-__

ACCOUNT NUMBER

AMOUNT ____ $ ____

FIRST VIRGINIA BANK

SIGNATURE

DO NOT PRINT

:0811100950:

224

275

CHECK CASHING PRIVILEGE CARD APPLICATION

(PLEASE PRINT ALL INFORMATION)

NAME _____ | 150 _____

LAST FIRST INITIAL STORE CARD NO.

ADDRESS _____

STREET CITY STATE ZIP CODE

RES. PHONE _____ BUS. PHONE _____ DR. LIC. #/SS# _____

(ESSENTIAL FOR CHECK CASHING PRIVILEGES)

Race Male/Female Age/DOB Height Weight Color Eyes Color Hair

Code _____

Ref. _____

APPLICANT'S SIGNATURE _____ DATE

Act. _____

L3

Marriott® corporation

AN EQUAL OPPORTUNITY EMPLOYER*

Application for Employment

PERSONAL DATA

LAST NAME | FIRST | MIDDLE INITIAL

HOME ADDRESS	PERMANENT ADDRESS (leave blank if same as home address)
STREET	STREET
CITY STATE ZIP	CITY STATE ZIP
TELEPHONE — AREA CODE ( ) NUMBER	TELEPHONE — AREA CODE ( ) NUMBER
Person to contact in an emergency NAME	TELEPHONE — AREA CODE ( ) NUMBER

EDUCATION AND TRAINING

Type of School	Name & address of school	Dates attended from mo/yr	Dates attended to mo/yr	Graduated Yes	Graduated No	Type of Degree Diploma or Certificate	Major/Minor Field of Study
High School							
College or University							
Other Education							

FOREIGN LANGUAGES (List fluent only)

1 _____ ☐ READ ☐ WRITE ☐ SPEAK

2 _____ ☐ READ ☐ WRITE ☐ SPEAK

PERSONAL REFERENCES: Omit relatives, employers and coworkers.

Name	Address	Phone	Occupation
		(Day) (Night)	
		(Day) (Night)	

L3

Employment: Occupations

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL DEFECTS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

WERE YOU EVER INJURED? GIVE DETAILS:

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAV
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES:

GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

	NAME	ADDRESS	BUSINESS	YEA KNO
1				
2				
3				

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

INTERVIEWED BY DO NOT WRITE BELOW THIS LINE DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

THIS FORM HAS BEEN DESIGNED TO COMPLY WITH STATE AND FEDERAL FAIR EMPLOYMENT PRACTICE LAWS PROHIBITING DISCRIMINATION ON THE BASIS OF AN APPLICANT'S SEX OR MINORITY STATUS. QUESTIONS DIRECTLY OR INDIRECTLY REFLECTING SUCH STATUS HAVE BEEN INCLUDED ONLY WHERE NEEDED TO DETERMINE A BONA FIDE OCCUPATIONAL QUALIFICATION OR FOR OTHER PERMISSIBLE PURPOSES. SUCH QUESTIONS ARE APPROPRIATELY NOTED ON THE APPLICATION. NOTWITHSTANDING THESE EFFORTS, THE MANUFACTURER OF THIS FORM ASSUMES NO RESPONSIBILITY AND HEREBY DISCLAIMS ANY LIABILITY FOR INCLUSION IN THIS FORM, OF ANY QUESTIONS UPON WHICH A VIOLATION OF STATE AND FEDERAL FAIR EMPLOYMENT PRACTICE LAWS MAY BE BASED.

LEVEL 3

TOPIC: WORK SCHEDULES AND WAGES

OBJECTIVES:
1. Students will be able to read and understand time sheets and work schedules.
2. Students will be able to read information about different wage scales and calculate gross earnings.
3. Students will be able to read pay check stub and understand the difference between gross and net earnings.

TEXTS:
<u>English That Works</u> Book 1, pp. 135-143, 147-148, 164-166
<u>English in Everyday Life</u> Book 1, pp. 124-125
<u>English for Adult Competency</u> Book 1, p. 134

SUPPLEMENTAL MATERIALS: Teacher-made time schedules, work schedules, and wage scales (samples attached)
*Pay check stubs (samples attached)

PROCEDURES:
1. General Technique - Sightwords
2. General Technique - Content Questions
   Use schedules and pay check stub as well as pages indicated in books as "text".
3. Specific Technique - Time Sheets
   a. When you begin this topic, distribute copies of empty Time Sheets (sample attached) to students.
   b. Have them fill in their names, and the "Time In" (i.e. the time class begins) in the appropriate day slot.
   c. Have them fill in "Time Out" at the end of class. Remind them to sign in and out for breaks, lunch, etc.
   d. At the end of the week or when you have completed this topic, have them calculate the total hours spent in class.

*Books of pay check stubs may be purchased in any office supply store.

TIME SHEET

Name _____	Company Pay Period Ending		_____
	Time In	Time Out	Total Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

STATEMENT OF EARNINGS AND DEDUCTIONS

EMPLOYEE'S NAME

SOCIAL SECURITY NO. | PAY FROM | TO

EARNINGS

GROSS EARNINGS	$
OVERTIME	
OTHER COMPENSATION	

TOTAL EARNINGS $ _____

DEDUCTIONS

WITHHOLDING TAX	$
STATE DISABILITY INSURANCE	
FEDERAL INSURANCE CONTRIBUTIONS ACT	
STATE WITHHOLDING TAX	

TOTAL DEDUCTIONS $ _____

NET EARNINGS $ _____

4H416 REDIFORM CHECK NO.

STATEMENT OF EARNINGS AND DEDUCTIONS

EMPLOYEE'S NAME

SOCIAL SECURITY NO. | PAY FROM | TO

EARNINGS

GROSS EARNINGS	$
OVERTIME	
OTHER COMPENSATION	

TOTAL EARNINGS $ _____

DEDUCTIONS

WITHHOLDING TAX	$
STATE DISABILITY INSURANCE	
FEDERAL INSURANCE CONTRIBUTIONS ACT	
STATE WITHHOLDING TAX	

TOTAL DEDUCTIONS $ _____

NET EARNINGS $ _____

4H416 REDIFORM CHECK NO.

L3

Work Schedule and Wages - 2

net	
total	
pay period	
hour	

L3

Employment: Occupations - 2

laundry worker	
experience	tailor
skills	references
busboy	housekeeper
waiter	messenger

GENERAL TECHNIQUES

GENERAL TECHNIQUES

This section of the guideline contains step-by-step procedures for a number of general techniques which are referred to in the core curriculum. These techniques may be useful for teaching certain objectives given in the curriculum. These techniques are only suggestions for teaching; texts and other activities and materials should be used as well.

ALPHABET 69

NUMBERS 71

DICTATION 72

PHONICS 73

SIGHTWORDS 75

MATCHING 77

LANGUAGE EXPERIENCE APPROACH 78

CLOZE 81

CONTENT QUESTIONS 82

General Technique: Alphabet

The following is a procedure for presenting the letters of the alphabet to the students for the first time. Use only one set of letters (i.e. small or capital) initially. The procedure can be repeated for the other set of letters.

1. Buy or make a set of alphabet flashcards.

2. Starting at the beginning of the alphabet, hold up the flashcard and say the name of the letter.

3. Students repeat the name of the letter.

4. Say the name of the letter two more times. Students repeat each time.

5. Place the flashcard on the chalkboard ledge so students can see it. If there is no ledge, pin or tape the card on or near the board (i.e. the front of the room).

6. Hold up the next letter and follow steps #2-5.

7. After presenting 4 or 5 letters this way, print the letters (<u>in sequence</u>) and have students identify the letter. If they have difficulty, help them until they can identify the letter without a prompt from you.

8. Continue with the next 4 or 5 letters in the same way until the entire alphabet has been presented in sequence.

9. Hold up flashcards one by one, in sequence.

10. Hold up flashcards in random order to see if students can identify all letters out of sequence. (This will be more difficult).

Note: It may not be possible to present all the letters of the alphabet in one class period. Even if you can, it will probably take the students longer than one class to <u>learn</u> the alphabet. To practice the alphabet you may wish to use one or all of the following activities.

- Place the flashcards, in sequence, on the chalkboard ledge. Say a letter, and ask a student to give it to you.

- Randomly distribute the flashcards to the class. Ask each student to hold up the card(s) he/she has, and identify it (them).

- Using the names of the letters of the alphabet, give the students a dictation exercise. (See General Technique: Dictation.)
- Write a short word (that students have in their oral vocabulary) on the board. Ask a student to identify the individual letters (i.e. spell the word). Repeat with other short words.
- Have student match small letters with capital letters.

As the students learn to identify the letters of the alphabet by name, they will be motivated to write them. Capitalize upon this motivation, by allowing them time to copy the letter at various points in the lesson. Help them to learn to write the letters correctly by providing them with lined worksheets showing the stroke order of each letter. While they are practicing (i.e. writing) the letters, circulate around the classroom to check their stroke order, and to help individual students.

General Technique: Numbers

The following is a step-by-step procedure for presenting number symbols for the first time. Present only small sets of numbers at one time (e.g. 1-10). Repeat the procedure for other sets of numbers.

1. Buy or make a set of number flashcards. To reinforce the meaning of the numbers, you may also wish to make a set of "domino" flashcards, consisting of a number of dots.

2. Beginning with the numbers 1-10, hold up the first flashcard and say the number. (You can hold up the "domino" card at the same time to reinforce the meaning of the number.)

3. Students repeat.

4. Say the number two more times. Students repeat each time.

5. Place the flashcard on the chalkboard ledge (or at the front of the room) so students can see it. Point to the flashcard and ask students to identify the number.

6. Repeat steps #2-5 for each number in sequence.

7. After all numbers (in the set) have been presented, ask students to read the numbers in sequence.

8. Then, hold up the flashcards in random order and have the students identify the numbers <u>out of sequence</u>.

To practice the numbers, you may wish to use one or all of the following activities:

- Have the students match the "domino" flashcards with the number flashcards.

- Place number flashcards on the blackboard ledge in random order. Say a number and ask a student to give it to you.

- Give the students a dictation of groups of numbers, both in and out of sequence. (See General Techniques: Dictation.)

- Have the students copy the numbers. It would be helpful to provide them with lined worksheets that indicate the stroke order for forming each number.

General Technique: Dictation

Dictation is essentially a writing activity. It is used to check students' comprehension as well as writing/spelling ability. The teacher says something aloud (e.g. a letter, number, word, or sentence) and the students write down what they hear. To give a dictation, follow these steps:

1. Ask the students to take out a piece of paper.

2. Tell the students to listen. Say the item (i.e. letter, number, word, or sentence).

3. Students write what they heard. (Leave time enough for them to write.)

4. Repeat the item.

5. Continue with the next item, repeating steps #2-4. (Remember to tell students to skip lines between items.)

6. After you have dictated all the items in the activity, go back to the beginning and repeat each item once so that students can check their answers before the papers are collected (or corrected).

General Technique: Phonics

Phonics is an approach to teaching reading which emphasizes the sound-letter correspondence in words. Therefore, it is only useful to teach students to "sound out" letters which consistently have the same sound. In other words, the vowel letters, which can have a variety of sound values, do not necessarily lend themselves to a phonics approach. Thus, it is recommended that you begin phonics instruction with consonants which have a consistent sound value in initial position. For example, m, n, p, b, s, t all have a consistent sound value in initial position. Of course, if your students find phonics instruction useful, it can be used for "sounding out" letters in medial and final position as well.

There are a variety of ways to teach phonics. One way to teach phonics is outlined in a step-by-step procedure below.

1. Hold up a letter flashcard for the sound to be learned, and ask students to identify it by name. OR you may identify the letter by saying, "This is the letter m".

2. Then write the letter on the board and say again, "This is the letter m".

3. Hold up a visual of a "key" word which begins with that letter. The "key" word should be a word known by the students. For example, hold up a picture of a man, and say "This is a man".

4. Students look at the visual and repeat the "key" sentence/word after the teacher. This is done three times.

5. Then point to the letter on the board again, and say, "This is the letter m".

6. Then say: "The sound of the letter m is /m/ (or mmm) as in man".

7. Students listen and repeat.

8. Say a number of "key" words that begin with m, as you point to the letter on the board. For example, man, mop, miss, much. Be sure to use only words which are already known to the students.

9. Students listen and repeat as teacher models each word separately. This is done three times.

10. Ask students for words they know that begin with the sound of the letter m.

11. Write the words on the board, underlining the m.

12. Then tape the visual of the man on the board and write the word beneath it. Point to the word, say it, and underline the m.

13. Check that the students know the difference between the name of the letter and the sound of the letter by asking the questions: "What is the name of the letter?" "What is the sound of the letter?"

To practice sound-letter correspondences, you may want to use one or all of the following activities.

- Give each student a "flashcard" (or index card) with the letter that was introduced. Say a series of words (all should be a part of the students spoken vocabulary, if possible). Every time the students hear a word beginning with the sound they just learned, they hold up the card.

- Ask students to match letters (sounds) to visuals of words that begin with that sound.

- Have students keep a "log" of key words that begin with a particular letter/sound. For example, one page is devoted to m, another is for n, etc.

- Select a "word family" that appears in a topic you are teaching. For example, right when you are teaching directions. Write -ight on the board. Using the consonants that students have learned to "sound out," make different words and have the students read them.

  Example: right
  might
  sight
  light
  tight
  fight

General Technique: Sightwords

Sightwords are words which students have in their spoken vocabulary, but which have not yet been presented visually. Sightwords, as the name implies, are meant to be recognized on sight. Therefore, you must not overload the students with too many sightwords at once. Since the sightwords already have meaning (in spoken English) for the students, it is best to capitalize on that meaning as an aid to memory. There are various ways to present sightwords; one way is outlined in a step-by-step procedure below.

1. Say the sightword in the context of a meaningful sentence, or "key" sentence, if possible. (For example, if you are teaching <u>what</u>, you may say "What is your name?")
2. Students repeat the sentence.
3. Hold up a flashcard (large enough for the students to see) with the sightword on it, and say the word.
4. Students repeat. This is done two more times.
5. Hold up the card, and ask individual students to "read" the word.
6. Write the key sentence on the board, underlining the sightword.
7. Read the sentence aloud.
8. Students repeat. This is done two more times.
9. Point to the sightword, and say it aloud.
10. Students repeat.
11. Ask individual students to "read" the sentence, OR the sightword. (Indicate which one by pointing.)
12. Place the sightword card on the chalkboard ledge, or elsewhere at the front of the room.
13. Repeat steps #1-12 with other sightwords.
14. After all sightwords in that day's lesson have been introduced, call out the words individually in random order, and have a student choose the correct flashcard and give it to you.

To practice sightwords you may wish to use one or all of the following activities:

- Give each student a set of sightword cards. (A set consists of the words taught that day.) Say a word and have students hold up the correct card.
- Write all "key" sentences on the board. Say a sight-word, and have a student come up to the board and circle the correct word.
- Give students a worksheet with all the "key" sentences, but with a blank in the place of the sightword. Write all the sightwords on the board. Now say each "key" sentence (complete) aloud. Students must write/copy the correct sightword in the blank.
- Have students match sightwords with visuals. (This activity can only be done for sightwords whose meanings are easily depictable, e.g. a chair.)
- Have students copy the sightwords from personal sets of flashcards into their notebooks.
- Give the students a dictation, using the sightwords as the items. (See General Technique: Dictation.)

General Technique: Matching

Matching activities are used to practice students' understanding of relationships, all kinds of relationships. Some types of matching activities are:

- Matching words with pictures (visuals).
- Matching letters with pictures whose words begin with that letter.
- Matching items with categories (e.g. dress--clothing; milk--dairy)

Matching activities may be done individually, using worksheets, or they may be done as a class activity, using flashcards, pictures, etc.

General Technique: Language Experience Approach (Modified)

The language experience approach consists of developing a language experience story from the shared experience of the students. Language experience stories constitute a method for teaching reading to native English speakers, but it can be adapted for use with non-native English speakers as well. The basic premise of a language experience story is simple: Since the story is generated from the students (i.e. using the students'own words/vocabulary), and it is a story of their own real-life experience, the students not only will be motivated to read the story, but will also be capable of reading the story.

One way of presenting and using a language experience story in the classroom is outlined for you in a step-by-step procedure below. Please note that for maximum effect, it may take more than one class period to do this activity.

DAY 1

1. Choose a topic from a shared class experience (e.g. a field trip, a birthday celebrated in class, etc.) OR better yet, have the students choose the topic.

2. Encourage the students to tell the story. You may use "prompting" questions such as: "What did we do yesterday?" "Then what happened?" etc.

   (Although a language experience story is traditionally done individually, i.e. each student tells his/her own story, it is usually too time-consuming in most classes. Therefore, in this version we are developing a "whole class" story. To maximize participation, go around the room, calling on each student to contribute to the story.)

3. Write down what each student says on the blackboard, or on a large pad of butcher paper at the front of the room. You may make corrections, especially structural ones, but take care to use the students' vocabulary, and not your own.

4. When the story is finished (it may consist of only 3-4 sentences), read the entire story to the class. Point to each word as you read; precision in pointing is important.

5. Re-read the first sentence, pointing to the words.

6. Ask a student to read that sentence, as you point to the words.

7. Repeat steps #5-6 with each sentence, until the entire story has been read.

8. Pick out the meaningful words in the story, or words that are relevant to the topic you are teaching. Underline them.

9. Read the underlined words as you point to them. Have the students look, listen, and repeat after each one.

10. Take the story home, type or write it up, and duplicate a copy for each student. Also, make sightword flashcards with the meaningful words from the story.

DAY 2

1. Teach sightwords from the story. (See General Technique: Sightwords)

2. Distribute copies of the story to each student.

3. Read the story aloud as the students follow along.

4. Ask individual students to read the story.

5. Ask students to copy the story.

To practice and reinforce the language experience story, you may wish to use one or all of the following activities.

- Distribute individual sets of sightwords from the story to all the students. (You may use 3x5 cards.) Write a sentence from the story on the board, leaving a blank in place of a sightword. Have students "fill in the blank" by holding up the appropriate sightword card. Repeat with other sentences from the story.

- Hold up a sightword flashcard and have students circle that word on their own copies of the story. (This is a type of matching activity.)

- A variation of the above activity: Say a sightword out loud, and have students circle the word on their own copies of the story.

General Technique: Language Experience Approach (continued)

- Make sentence strips (on large strips of paper or cardboard) for each sentence of the story. Use these strips as "flashcards". Read each sentence in sequence, and have the students repeat after each one. Then read each sentence out of sequence, and have the students repeat after each one. Then hold up each strip and ask the students to arrange the strips in proper sequence.

- Have the students buy a binder or folder in which to keep the story. (This may be a typed copy or one written in their own hand.) As more language experience stories are added, this binder or folder will constitute a "book" of materials that the student will really be able to read!

General Technique: Cloze (modified)

Cloze is a technique used in language teaching to check a student's reading proficiency; more recently it has been used to test a student's overall, or global, language proficiency. In a true cloze exercise, every Nth word (for example, every 5th word) is deleted from a reading passage, and the student is required to supply a correct word (or even the exact word) according to the context. However, in many lower-level ESL classes, modified cloze exercises are used for "fill-in-the-blank" activities. For example, only prepositions may be deleted, or only modal verbs. For the purposes of the literacy class, a cloze exercise may be constructed to practice and check sightwords that have been introduced.

A step-by-step procedure for constructing a cloze exercise for literacy students follows.

1. Choose a passage or sentence that is familiar to the students. This means that it is not only under oral control, but that they have seen it before (e.g. from a textbook, from class worksheets, from signs, from a language experience story, etc.).

2. Delete the sightwords that are being practiced, leaving blanks in their places.

3. Provide a list of sightwords that fit in the blanks. Include a couple of extra words as distractors, if you wish. (A much more difficult and challenging version is not to supply the sightwords at all. Do this only if the students can handle it.)

4. Ask the students to write the correct words in the appropriate blanks.

   Note: This exercise may be put on worksheets and distributed to the class for students to work on independently. An alternative is to put the exercise on the blackboard and make it a class activity. In this case, ask individuals to come to the board and write the word in the blank.

General Technique: Content Questions

This is a technique to present and check comprehension of any written "text". The text may consist of a reading passage, a form, a schedule, a written dialogue, etc.

1. Read the "text" aloud as students listen.

2. Leave time for students to look at the text and "read" it to themselves.

3. Read the "text" aloud again as students follow along. As you read, stop periodically to ask students questions about the text. Questions may be asked about the meaning of words, general concepts, etc.

4. When the reading and questioning is finished, ask the questions again for the class to respond as a whole.

5. Direct students having difficulty to the particular part of the "text" that contains the answer.

ASSESSING ESL LITERACY*

ESL Literacy students offer special challenges for testers, because traditional methods of written testing cannot be used and oral testing alone does not reveal needed information. Some means of assessing literacy skills at intake are suggested below.

The most important information is probably to be found on personal information sheets. If these are completed by a bilingual counselor, they should contain information regarding:

1) educational level in the native language,
2) work experience,
3) previous specialized training,
4) previous ESL language and literacy skills training.

Intake testing should begin with an informal, individual oral interview in which the skills being tested increase in difficulty. Testing should be discontinued when the student becomes frustrated and unable to complete the tasks. Give an easy question or two to round out the oral test. Keep in mind that the student is under stress, and that all testing must be done in a friendly, relaxed manner.

During the oral interview, the tester can do some or all of the following as a literacy component:

1. Give the student a book upside down and check left-to-right directionality by requesting that the student open it.

2. If that task is successfully completed, the tester can check the student's knowledge of numbers by requesting s/he turn to a specific page.

3. Another test of literacy is to give the student a pencil and take note of how it is held.

4. Request that the student write his/her name or some other piece of personal information, and watch for any labored writing technique.

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*This section is adapted from An ESL Literacy Resource Guide Jeffrey Bright, et. al., pp. 42-5, which was adapted and expanded from Cheryl Jibodh and Donna Meyer, "Testing for ESL Literacy."

5. To check the student's decoding skills, isolate either a word or a letter from a page of writing and request that it be identified. Then write the letter a and say "a". Have the student repeat. Add m, p, t, or d in front of the a and ask the student to read the word. Watch the student's lip movement to see if s/he is at least trying to produce the word.

6. Dictation is another method by which literacy can be tested. Point to an object in the room (pencil, book, paper, table), say the name of the object, and have the student write it down. Spell the word if necessary. A more advanced form of this method would be to dictate a simple sentence in the past or present progressive tense. Have the student write it. Another method is to have the student attempt to fill out a form. These activities (dictation and form filling-out) should be only done with students who can at least write some English.

The following types of information may also help to determine the literacy level of ESL learners, and should not be overlooked:

- referrals from bilingual social workers or public aid,
- self-reports from the students themselves,
- reports from other students.

ESL Literacy Tests

1. The Ann and Ben Listening Test, developed for the Oregon Indochinese Refugee Vocational ESL Program, tests listening comprehension, identification of pictures corresponding to visual cues, and visual discrimination of pre-literate students. The results discriminate several levels of listening comprehension ability. It can be easily administered to a group by one teacher/tester. Copies are $2.00 each, prepaid, from ESL Clearinghouse, Department of Adult Education, Oregon State University, Corvallis, OR 93331.

2. The HELP Test, The Henderson-Moriarty ESL/Literacy Placement Test by Cindy Henderson and Pia Moriarty, is designed to be administered individually to adult learners of English as a Second Language who have minimal or no oral English skills and who fall into one of the following categories:

   (1) no reading or writing skills in any language,
   (2) minimal reading and writing skills in the native language (generally, less than 4 years of formal schooling),
   (3) reading and writing skills in a language that does not use the Roman alphabet.

   The HELP Test has three components:

   1. Intake information/first language assessment,
   2. Oral English assessment (including reading and manipulative skills),
   3. Written English assessment (including reading skills).

   A flip chart format and functional reading skills (calendar, clock, appointments) make it easy to use and well-suited for ESL literacy learners. Answer sheets and plenty of supplies are included. This test is available for $9.95 from The Alemany Press, P.O. Box 5265, San Francisco, CA 94101.

3. A Literacy Placement Test was developed by Don Ranard for the Fairfax County Virginia Adult ESL Program and revised by the ESL staff of Chesterfield County, Virginia. This simple placement test is an objective test which is designed to give the ESL instructor an idea of the degree of English literacy a student may have. This test is reproduced on pp. 86-88.

*A LITERACY PLACEMENT TEST

NAME_____ DATE_____

ADDRESS_____ EXAMINER_____

1. a. Student points to number (letter) read at random by the examiner
   b. Student reads the number (letter) indicated at random by the examiner.

1 2 3 4 5 6 7 8 9 10

2. Same procedure as 1.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

3. Student reads the words then joins the word and picture.

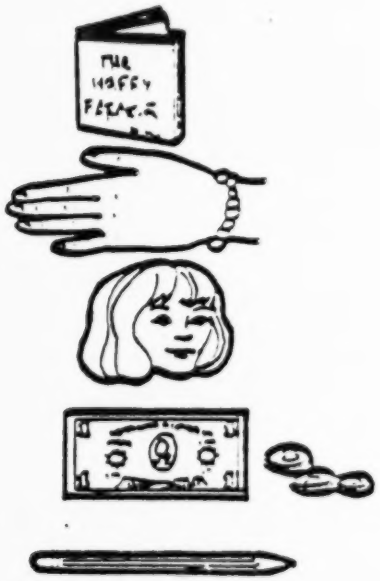
1. pencil

2. girl

3. book

4. hand

5. money



*This test was developed by Don Ranard for the Fairfax County Adult ESL Program and modified by the Chesterfield County ESL Program.

4. Student reads and copies.

1. He is a student._____

2. They eat rice._____

3. I go by bus._____

4. I live in the U.S._____

5. This is my book._____

5. Student reads aloud.

Tom is a student. He studies English. He studies every day. He studies in the morning. He studies from 9:00 to 12:00. He goes home after class. He goes home by bus.

6. For the student: Read the following paragraph silently and write answers to the questions in complete sentences.

The alarm clock rang. It was seven o'clock. Ann Jones jumped out of bed quickly. Then she washed her face and dressed. She was always late, so she did not have time for breakfast. She ran all the way to the bus stop and got there just in time to catch the bus. Ann never eats anything in the morning. She always says to her friends at school: "It's nice to have breakfast in the morning, but it's nicer to be in bed!"

1. What time did Ann Jones get up?

2. Was she early, or was she late?

3. Did she have time for breakfast?

4. Did she run all the way to the bus stop, or did she walk part of the way?

5. Did she just catch the bus, or did she miss the bus?

6. Does Ann Jones ever eat breakfast in the morning?

7. Does she prefer to have breakfast or to lie in bed?

BIBLIOGRAPHY FOR ADULT ESL LITERACY

This bibliography is intended to be a starting place for teachers who wish to learn more about teaching beginning literacy skills to adult ESL students. It is by no means complete.

This bibliography consists of three sections:

I. Teacher Resources
II. Classroom Resources
III. National Literacy Organizations

To locate items referred to in this bibliography, the following information may be useful: Commercially published materials may be purchased from the publishers. The addresses of commercial publishers of material included here can be found at the end of this Bibliography.
Articles in journals can be located in a local university library. Documents with an ED number can be read on microfiche or in institutions with an ERIC collection, or may be ordered from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. (You need to have the ED number to order the document.) Addresses for obtaining other documents are given within the bibliographic entry itself.

I. TEACHER RESOURCES

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II. CLASSROOM RESOURCES

Texts referred to in the Core Curriculum of the Guideline are indicated with an asterisk.

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Sequenced units for teaching beginning literacy, looseleaf format with worksheets which may be copied.

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This is a workbook which gives practice in word matching. The first 22 pages contain word discrimination activities, and are recommended for ESL students. (The last 14 pages involve discriminating sentence sequences, and are not recommended for ESL students, since most ESL literacy students will not be able to read the sentences.)

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III. NATIONAL LITERACY ORGANIZATIONS

Many of these national organizations have state and/or local chapters which may be able to supply you with information, materials, and volunteers. Some have newsletters to provide teachers with recent information on methods and materials. Call or write the national organization to get the location and number of your local organization.

1. Coalition for Literacy, 50 East Huron Street, Chicago, IL 60611, 312-944-6780.

   This is a group of organizations, each of which is committed to literacy problems.

2. CONTACT, P.O. Box 81826, Lincoln, NE 68501-1826, 407/464-0602. (Contact sponsors the Contact Literacy Center, the National Clearinghouse for the Coalition for Literacy.)

3. Laubach Literacy International, Peter Waite, Executive Director, 1320 Jamesville Avenue, P.O. Box 131, Syracuse, NY 13210, 315-422-9121.

4. Literacy Volunteers of America, Inc., Jinx Crouch, Executive Director, 404 Oak Street, Syracuse, NY 13203, 315-474-7039.

5. International Reading Association, Ralph C. Staiger, Executive Director, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711, 301-731-1600.

6. U.S. Department of Education, Office of Vocational and Adult Education, Jorie Mark, Branch Chief, 400 Maryland Avenue SW, Washington, D.C. 20202, 202-472-5860.

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South Street
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New York, NY 10022
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888 7th Avenue
New York, New York 10106

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215 N. Arlington Heights Road
Arlington Heights, IL 60004
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Linmore Publishing, Inc.
P.O. Box 1545
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4255 West Tonky Avenue
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